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The Graduate School

A COMPARISON OF DIFFERENT REFLECTIVE
MODALITIES OF PRE-SERVICE MUSIC
EDUCATION STUDENT TEACHERS

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Arts

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ABSTRACT

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Reflective practice for teachers has become a significant area of interest in education literature and research (Coulson & Homewood, 2016; Loughran, 2002; & Wilson & Clarke, 2004). Student teaching allows pre-service teachers to practice instructional skills through their successes and failures. One way to examine these successes and failures is through reflective practices. Reflection allows for a pre-service teacher to study their habits, planning, and choices towards what would be the most effective plan for their students. The practice of reflection has been researched and shown to be useful for teachers in all areas of education, including music.

The purpose of this study was to examine reflective concerns demonstrated by pre-service music educators through varied reflective modalities (in-person interviews, reflective journals, and video-stimulated recall reflection) and how those concerns differed in these different reflective modalities. The second purpose of the study was to determine if the concerns of the pre-service music educators changed throughout their student-teaching placement.

The convenience sample of this study included 12 undergraduate music education majors enrolled in student teaching during the Spring 2019 semester at a medium-sized university (approximately 13,000 students) in the Rocky Mountain region of the United

States. There were five males and seven females with a variety of ethnic backgrounds, focus of study (e.g., general music, MS/HS [middle school/high school] band, MS/HS choir, and MS/HS orchestra) and varying amounts of prior field experiences (substitute teaching, assisting with local school programs, and practicums).

The twelve participants demonstrated commonalities as well as unique features for their specific concern profiles. Concerns that the participants felt were unique to them (e.g., anxiety from job searching, unsureness of administration) were some of the concerns and fears that the peers endured throughout the student teaching process. Many of these concerns were likely brought on by challenges experienced with students and interactions with colleagues throughout the study. A discrepancy in the general trend emerged at the midpoint of the participant's student teaching given that student impact and self-concerns decreased while task concerns increased, during the video-stimulated recall interview.

Future research on the development of music educator concerns could be expanded if examined into the first few years of teaching. Also, collecting data at the beginning and end of field-based experiences would enable researchers to determine when and how specific concerns arise throughout the pre-service experience. Moreover, additional research will add to the growing body of knowledge that establishes patterns and at the same time, reveals unique individual and context-dependent aspects of pre-service music educator development.

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CHAPTER I

INTRODUCTION

Reflective practice for teachers continues to be a significant area of interest in education literature and research (Coulson & Homewood, 2016; Loughran, 2002; & Wilson & Clarke, 2004). Student teaching allows pre-service teachers to practice instructional skills through their successes and failures. One way to examine these successes and failures is through reflective practices. Reflection allows for a pre-service teacher to study their habits, planning, and choices towards what would be the most effective plan for their students. The practice of reflection has been researched and shown to be useful for teachers in all areas of education, including music.

There are many theories and models on reflective practice that can be seen throughout the field of education. They each have characteristics they feel are necessary or essential in being an effective methodology. Dewey (1933) thought of reflectivity as something that must be developed, not something one has as an inherent characteristic. He believed that this skill was essential to the evolvement of educators and should be practiced and learned early within the educational career. Van Manen's (1977) theory on reflective practice focuses on three different levels of reflectivity: technical rationality, practical action, and critical reflection. These levels were to be used as a measure for the progression and growth of a teacher's reflective practice and how it impacts the learning of the students. Schön's (1983) theory of reflective practice focused upon the ideas of reflection-in-action and reflection-on-action and how those two types of reflection can

impact one's teaching. Pultorak (1993) stated that teacher reflection was essential to a teacher education program. Each of these theories has been evaluated and explored within educational research and found to be useful.

While the preparation of general pre-service teachers' reflective practices has been studied, there has been little research on the difference between reflective modalities in music education. Therefore, the purpose of this study was to examine teacher concerns through different reflective patterns demonstrated by pre-service music educators during their student teaching to see if those concerns were different between the modalities and if the concerns changed throughout the experience.

Reflective Practices as a Topic of Research

Throughout my educational studies, reflection has been an essential tool in improving my teaching and classroom. During my undergraduate program, I was guided in proper reflection techniques to monitor my teaching strategies, classroom management, and overall knowledge and how that was conveyed to my students. Once I began teaching music full-time, I spent hours looking over my notes of the day for each of my lessons, evaluating what areas needed improvement and the successes of the day to be continued into the next class period. By evaluating my own teaching process, I was noticing what areas that I was lacking as an educator and would focus on those topics to provide the best education possible to the music students in the classroom.

I also began to use these reflections as times to vent my concerns pertaining to my own teaching or the impact my lessons were having on my students. I would tackle each of those concerns individually by attending workshops, talking to peers and advisors, or reading current research on teaching strategies, always looking to improve my teaching

and the classroom experience. While working as a graduate student with university students in music education, the area of reflection became a topic of discussion in some of the courses I was assisting with or teaching at the time. The students would use their reflections to voice their concerns about lessons they were preparing or how to handle difficult situations. There were different reflective modalities that were being used by the students including journaling, video reflections of their conducting or teaching, and peer discussion groups. I began to wonder if teachers used multiple types of reflective practices in their teaching, would that change the way they worked with their students? Would there be differences in their concerns and observations by using different modalities at the same time? I began looking deeper into reflective practices methodology, such as Dewey's (1933) philosophy on reflective practices and Fuller and Bown's (1975) concerns models of reflection, and previous research to guide the methodology and analysis for this study.

Definitions of Reflectivity

Dewey (1933) was one of the first scholars to introduce the idea of reflective thought and defined it as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends" (p. 9). He distinguished between reflective actions and those that were considered routine in education about curriculum, implementation, and daily decisions within a school. Reflective practice has evolved to be the process in which a teacher examines their teaching practices, behavior, and effectiveness in their classroom. Dewey (1933) believed that there should be three prerequisite attitudes that one must have to be reflective: open-mindedness, whole-heartedness, and responsibility.

When an individual is open-minded, they can consider new problems and ideas, free from personal bias. They are open to listening to more than one opinion and can find the error in their own beliefs. For a teacher to be whole-hearted, they need to be able to judge their strength and desire to be an active and reflective educator. Lastly, Dewey believed that for an educator to be responsible, they must “consider the consequences of a projected step ... [and to] be willing to adopt these consequences when they follow reasonably from any position already taken” (p. 32). To be a responsible teacher, one needs to consider the consequences and implications of their actions in both the long- and short-term (Goodman, 1991). From Dewey, many other philosophers and researchers began to practice and evaluate the benefits of reflective practices.

Reiman (1999) states that effective reflective practice of teachers consists of being able to analyze their current teaching practices while adjusting to match the needs of their students. Reiman also believed that writing serves to frame language to express experience in new ways that promote deep understanding and that the intellectual demands of writing may help to further the development of conscious awareness and deliberative thinking. Schön (1983) also felt that reflection happened when teachers explained their teaching through the concepts of reflection-in-action and reflection-on-action. Reflection-in-action was described as the process of analyzing and problem-solving while the situation is taking place. Reflection of this type happens when teachers are put in unexpected situations. Teachers engage in reflection-in-action to adapt instruction to meet the current needs of the students (Rodgers, 2012; Schön, 1983; Zeichner & Liston, 1996). Reflection-on-action refers to anything after the teaching episode has transpired when the person reconstructs the scenario to examine the actions

and events (Schön, 1983). This type of reflection was generally used when a teacher is preparing for future lessons, where the outcome of the previous teaching experience determines where to progress next. If problem-solving and new strategies are the results of reflective thinking, then one may think that reflective thinking is vital to improving one's teaching.

Organizations such as the National Staff Development Council (NSDC), the National Commission on Teaching and America's Future (NCTAF), the National Board for Professional Teaching Standards (NBPTS), and the National Foundation for the Improvement of Education (NFIE) have all stated that reflection practices are an essential skill to obtain for teachers and students. Rodgers (2012), using the basis of Dewey's (1944) teachings, found that reflection included four criteria: a systematic, disciplined, rigorous way of thinking, a meaning-making process that makes the continuity of learning possible; personal and intellectual growth; and a need to happen in the community, in interaction with others.

Reflection as a Rigorous Way of Thinking

As part of being a disciplined way of thinking, the process of reflection can be broken down into six phases. A reflective thinker moves purposely from the data of the experience to formulating a theory to testing his hypothesis about the experience. The following six stages of reflection, which clearly mirror the scientific method, consistently appear in Dewey's writing about the process: 1. an experience; 2. spontaneous interpretation of the experience; 3. naming the problem(s) or the question(s) that arises out of the experience; 4. generating possible explanations for the problem(s) or question(s) posed; 5. ramifying the explanations into full-blown hypotheses; 6.

experimenting or testing the selected hypothesis. It should be clear that the movement from experience, to spontaneous interpretation, to naming the problem and reasoning through its intricacies must lead to change.

Reflection as a Meaning-Making Process

Dewey (1944) defined education as “the reconstruction or reorganization of experience which adds to the meaning of experience, and which increases [one’s] ability to direct the course of subsequent experience (p. 74).” He goes on to point out that because an experience means a collaboration between oneself and the world, there was a modification not only in the self but also in the environment as a result. Through interaction with the world, we both change it and are replaced by it. Communication, then, is the first essential element of experience. The second, the concept of continuity is vital to an understanding of Dewey’s notion of learning and education and was implied by the term “subsequent experience” found in the previous definition of education. Experience alone, however educative, is not enough, claims Dewey. A practice exists in time and is therefore linked to the past and the future. “The measure of the value of an experience lies in the perception of relationships or continuities to which leads up. It includes cognition in the degree in which it is cumulative or amounts to something, or has meaning” (Dewey, 1944, p. 140). And here, at last, we come to the role of reflection. The function of reflection is to make meaning; to formulate the “relationships and continuities” among the elements of an experience, between that experience and other experiences, between that experience and the knowledge that one carries, and between that knowledge and the knowledge produced by thinkers other than oneself.

Dewey might say that practice is what occurs to you; what you do with what happens to you is directly dependent on the meaning that you make of it. And though the experiences that occur we may be out of our control, the implications that we make from them are not. To move the conversation to the realm of education for a moment, we can say that a reflective teacher does not merely pursue solutions, nor does she do things the same way every day without mindfulness of both the basis and the impact of her actions. Instead, from her practice and the students' learning, the teacher seeks meaning and creates from this a theory to live by, a story that provides structure for the growth of the students and the teacher. When the teacher seeks solutions, she also pursues connections and relationships between solutions so that a theory might grow. This theory guides practice until it encounters a situation where the method no longer assists, at which point, through more reflection, it is either reviewed, refined, or discarded, and a new theory is born.

Reflection as a Set of Attitudes

Awareness of our beliefs and emotions, and the discipline to connect them and use them to our benefit, is part of the work of a good thinker. He recognized the inclination in all human beings to see what we wished were real, or what we feared was accurate, rather than to accept what evidence tells us is so. Reflections that are guided by whole-heartedness, directness, open-mindedness, and responsibility, though more difficult, stand a much better chance of lengthening one's field of knowledge and awareness. Of course, one is seldom wholly open-minded, whole-hearted, and so forth, or entirely fearful or needy. We are usually a mixture of many of these.

Reflection in Community

Dewey recognized that having to express oneself to others, so that others truly understand one's ideas, reveals both the strengths and the holes in one's thinking. He knew that teachers and students needed both the support of the community and the ability to act independently within the larger world. Although reflections with others is essential, to speak of reflection in community and to ignore the dispositions that are needed is to neglect a necessary part of the act of reflection.

There have been four theoretical foundations in the reflective teaching literature with thoughts and practices connected to educational aims and values (Zeichner & Tabachnick, 1991). The academic approach looks at the teachers as subject matter specialists who reflect on the subject matter and how the students learn from it. Teachers examine the content matter and look at how it is presented and differentiated to obtain the most effective presentation (Shulman, 1987). The social efficiency theory emphasizes that thoughtful use of strategies is essential in reflective practice and effective teaching. The developmental approach highlights the focus on students' interests, thinking, and patterns of development as the priorities in education. Using student's interests and analyzing their development of growth, teachers have a higher chance of conveying the material to have a lasting impression on the student (Duckworth, 1987). Lastly, social reconstructionism stresses reflection of teaching and assessment of classroom actions through equity, social justice, and human conditions in schooling and society (Maher & Rathbone, 1986). Each of the four major theoretical traditions are concerned with thoughts and practices connected to educational aims and values.

Another scholar, Serafini (2002), describes the reflective practice as when a teacher is willing to question their teaching. He also says there are four aspects to remember when doing reflective practice: time, distance, dialogue, and a preferred vision. Teachers find it difficult to make time to evaluate and remember what happened during teaching episodes. Creating a set time during the week to reflect is essential in becoming an effective educator. Distance refers to the ability to recall and review teaching episodes afterward and to not be critical until all the information is made available. One way to accomplish this is to keep reflective journals or record (video or audio) teaching episodes to reflect on afterward instead of relying on memory alone. Dialogue can be with supervisors and colleagues to assist with the social process of reflection. Lastly, a preferred vision is the teacher's ideal classroom environment. This concept evolves as teachers gain new knowledge and classroom experience. One way to create this type of educational background is to encourage teachers to employ reflective thinking in their everyday practice.

Models of Reflectivity

There are different models of reflectivity that have been the foundation of the educational literature on reflective practices. Zeichner and Teitelbaum (1982) state that a focus on one's concerns creates a personal pedagogy rather than one driven by curriculum and critical inquiry. One such model is the Van Manen (1977) model that defined three levels of reflectivity. The first level is technical rationality that consists of responses that deal with the practical application of curriculum principles and institutional knowledge. At this level, school, classroom, and society are not taken into consideration. At the second level of practical action, the teacher becomes more

concerned with assessing the consequences of their efforts in the classroom and clarifying their assumptions and predispositions of teaching. Lastly, the critical reflection level is where educators are concerned with social circumstances and knowledge useful to students without personal bias. Teachers progress through the levels of reflectivity as they gain experience and knowledge of their content and abilities.

There is a four-level model of reflective thought, designed by Zeichner and Liston (1996), in which the four levels were: factual, prudential, justificatory, and critical. The first level of accuracy is where a teacher focuses on the facts of the procedures in the classroom. The teacher is concerned with what is happening during a current teaching episode and what may occur in the future. The second level, prudential, is where the teacher focuses on evaluating the teaching episode and the outcomes of the lesson. The teacher examines if the lesson covered all the assigned objectives and then considers how to proceed with the next experience. The justificatory level is when the teacher justifies their actions in the classroom. During the evaluation of their previous teaching episode, the teacher examines the choices throughout the lesson and decides whether the work was effective in the lesson. Critical, the final level of this model, considers the teaching experience and the impact it could have on the students and social justice. The teacher analyzes the activities, goals, curriculum, and materials and decides what effect they had on the lesson. Like other reflective teaching models, pre-service and in-service teachers progress through the levels at their own pace, which impacts their teaching abilities and self-efficacy.

Other research suggests that reflective thinking happens in seven stages, each stage being the foundation for the next (King & Kitchener, 1994). The first three stages

are about pre-reflective thinking. Step one is that knowledge is absolute and concrete and is not understood as an idea. A teacher believes there is no need for justification since there is assumed to be a complete correspondence between what is believed to be accurate and what is real. During the second stage, knowledge can be obtained through direct observation or authority figures and is seen as absolute or precise, but not immediately available. Beliefs are unexamined or justified by communication with an authority figure, such as a parent or teacher. The third state or pre-reflective teaching is that knowledge is thought to be precise or temporarily uncertain. The views of authority figures justify beliefs while others are defended as opinion since the link between evidence and conclusions is unclear.

Stages four and five are explained as being quasi-reflective thinkers. During the fourth stage, knowledge is uncertain, and knowledge claims are distinctive to the individual since situational variables (such as incorrect reporting of data, data lost over time, or disparities in access to information) command that knowing always includes an element of uncertainty. The beliefs are justified by giving reasons and using evidence, but the arguments and choice of evidence are idiosyncratic. In stage five, knowledge is seen as contextual and subjective since it is filtered through a person's perceptions and criteria for judgment. Beliefs are justified within a context using the rules of inquiry for that context and by the context-specific interpretations as evidence. During the sixth stage, knowledge is constructed into definite conclusions about ill-structured problems based on information from a variety of sources. Beliefs are justified by associating evidence and opinion from different perspectives on an issue or across diverse contexts and by building solutions that are assessed by principles such as the weight of the evidence, the utility of

the solution, and the pragmatic need for action. Lastly, in stage seven, knowledge is the outcome of a process of reasonable inquiry in which answers to ill-structured problems are constructed. Conclusions are defended by representing the most complete, plausible, or compelling understanding of an issue because of the available evidence.

Fuller and Bown (1975) put forth a three-stage concern model of teacher development, stating that student teachers would move through these concerns in a sequence. The first stage is the self-survival stage, where a teacher focuses on classroom management and their instruction. They are worried about survival, self-adequacy, and acceptance, and Fuller and Bown believed that teachers could not move on to the next stage unless they first solved the concerns of the current stage. In the task stage, teachers are concerned with student performance and their duties as teachers. The final step is the concern of how teachers impact their pupils through their actions. In this model, preservice teachers are expected to have more self-survival concerns, whereas in-service teachers are more likely to be concerned with their students and teaching situations. Only an experienced and competent teacher would reach the final stage of the model and show concern about how their teaching, in both ability and content, can impact the society around them. These models of reflection have been used across the general education field in all disciplines, including influences upon music teacher education programs and in-service professional development of music educators.

With the current study, I intend to build upon this previous scholarship, using the reflective practice of pre-service music educators to add to our understanding of their professional growth during the student teaching process and into their future teaching placements. While the use of journals, small group meetings, teacher interventions,

internet assignments, and teacher preparation curricula have been working in regular education settings, research that infuses reflectivity in the music education setting is in its infancy. While studies in the music education area have utilized reflective assignments such as logs, video commentaries, and reflective sessions to support teacher's increase reflectivity levels, few studies combine more than one strategy to address reflectivity. Therefore, the unique combination of journal reflections, in-person interviews, and video-stimulated recall interviews may have applicability to and enhance reflectivity among preservice music education students.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to examine reflective concerns demonstrated by pre-service music educators through varied reflective modalities (in-person interviews, reflective journals, and video-stimulated recall reflection) and to how those concerns differ in these different reflective modalities. The second purpose of the study was to determine if the concerns of the pre-service music educators change throughout their student-teaching placement. Reflective practice has been studied in multiple forms in both general education and music education. This chapter will discuss varieties of reflective exercises and modalities in both in-service and pre-service general and music education settings. The history of research in education and music education will be discussed throughout this chapter.

Reflection in Education

Educators and pre-service educators have used reflection to improve their instruction, emphasizing problem-solving, and reasoning by using cognitive skills to obtain information, recollection, and applying that information to understand their surroundings. Loughran (2002) classifies reflection as the action of merely thinking about an activity or event and as a way for a teacher to take away meaning from a situation using many viewpoints. These ideas have motivated the study of different reflective methods and models to improve pre-service and in-service teachers.

The Influence of Reflective Thinking in Education

Reflective thinking has become a desired outcome of the educational process, but it is not always attainable. Risko, Vukelich, and Roskos (2002) state that reflection is a dynamic activity involving multiple intellectual processes and factors such as individual differences, predispositions, and cultural practices of the teacher education program. Teachers engaging in various opportunities to critique their reasoning gives them the power of their thinking and its value for directing their instructional decisions and problem-solving. Many variables can disrupt the reflective process of educators. Pultorak (1993) found that the demanding workloads of university supervisors, the lack of time needed, and omission of structural opportunities to reflect affected teacher reflections. However, student teachers can find ways to vary their reflective thinking strategies and can have an increased amount of time to reflect when placed in programs designed to foster reflective outcomes (Pultorak, 1993). Promoting reflective results does not necessarily have to be done alone by the student-teacher. Griffin (1997) stated that while reflection may not be something student teachers can develop on their own, a supportive program with structured activities might improve their reflection.

Reflective Modalities

There have been a variety of reflective practices used by teacher education programs to help develop the reflective capabilities of student teachers. One modality of reflection is through writing activities, such as journals. Writing is a way to evaluate the relationship between the teachers and their classrooms. A teacher can assess the difference between theory and what they practice in the school. Wedman and Martin (1986) found that teachers using journal questions to encourage thinking was a way to

promote and refine reflectivity. Teachers using journals to improve and develop skills may “overcome some of the negative effects currently associated with field experiences by questioning and examining routinized instructional practices and institutional procedures” (p.71).

Another medium used in teacher reflection is teaching videos. Video has been used to support the professional development of in-service and pre-service teachers to assist in the use of evidence to improve instruction (Coles, 2013; Consuegra, Engels, & Willegems, 2016; Endacott, 2016; Ineson, Voutsina, Fielding, Barber, & Rowland, 2015; Koc, Peker, & Osmanoglu, 2009; Osterman & Kottkamp, 1993). The technology and instant access video allow for individuals to review body language, interactions, and the complexity of the real classroom. McConnell et al. (2008) discovered that using video reflection allowed teachers to gain self-efficacy in their teaching ability, an increase of using evidence to guide instructional decisions, and increased expectations of their students. Reviewing video-recorded lessons prompted more discussion of classroom instruction, while memory-only reflection is mainly focused on classroom management (Rosaen, Lundeberg, Cooper, Fritzen, & Terpstra, 2008). Rosaen et al. (2008) found that comments were more specific and related to student interactions versus vague comments regarding personal teacher performance. By using video analysis of classroom teaching events within pre-service teaching, the activity was able to support the pre-service teachers’ ability to notice and comprehend student’s competencies, features of the classroom environment, and teacher-student communication during lessons (McDuffie et al., 2014; Star & Strickland, 2008). In a study of 25 student teachers in Great Britain, 100

post-lesson interviews were analyzed, the study found that the student teachers' focus on student learning increased over time, while self concerns decreased over time (Burn, Hagger, Mutton, & Everton, 2003).

In a study of twenty-six pre-service teachers (Epler, Drape, Broyles, & Rudd, 2013), participants were divided into fourteen teaching teams. Each team-taught a lesson that was videotaped, and then the pre-service teachers were asked to reflect upon those lessons. Then, all participants were randomly assigned to different experimental groups. One group participated in a collaborative, reflective experience in which a written self-reflection form was utilized. The teams watched their videotaped lesson and completed their written self-reflection form as a pair, and they were encouraged to discuss the experience while completing the written self-reflection form. A second group completed an individual reflective experience using a self-reflection form and a think-aloud protocol. In this group, the participants were asked to verbalize their thoughts before completing the written reflection form — participants in all groups described in detail their reflection on their teaching experience.

There was a notable difference in the experiences of the control group and the experimental groups. One group of participants described the benefits of completing only the written self-reflection form. In another group, the use of a think-aloud process provided both benefits and challenges. Even though participants expressed several problems associated with thinking-aloud, they were able to show how the process helped them reflect. The collaborative reflection experience also described the advantages of working with a partner to reflect. Resonating with a partner provided an opportunity for

the participants to brainstorm how they could improve their teaching. Additionally, the collaborative, reflective experience provided an opportunity to gain another perspective on how the peer teaching demonstration went.

There was not a significant statistical change between the mean scores of the written self-reflection forms of the collaborative reflection group and the reflection using the thinking-aloud protocol group. The qualitative data supported the conclusion that both methods enhanced the pre-service teachers' reflective experience. Epler et al. (2013) recommended that reflection should be used to assist pre-service teachers in learning from the experience. There is some agreement that while teacher education programs cannot prepare teachers for everything they will encounter in the classroom, the programs may help them to become thoughtful decision-makers (Tsangaridou & Siedentop, 1995).

One method of video reflection that has become popular is video-stimulated recall. The protocol involves a researcher replaying specific video-recorded segments of a teacher's classroom instruction and asking specific questions about the pedagogical choices they made (Clark & Peterson, 1986; Consuegra et al., 2016; Endacott, 2016; Lyle, 2003; McAlpine, Weston, Berthiaume, & Fairbank-Roch, 2006; Miksza & Austin, 2010; Schmid, 2011; Sturtz & Hessberg, 2012; Tripp & Rich, 2012). A video-stimulated recall allows for the teachers to control the video by pausing at any time. The teacher can discuss any thoughts they might have had during that teaching moment (Endacott, 2016) and gain a new perspective on their teaching practices (Consuegra et al., 2016; Tripp & Rich, 2012). Using this new perspective, teachers can make several changes to their teaching habits. Teachers who engaged in video-stimulated recall gained new knowledge and perspective on their teaching performance, instructional planning, and personal

growth (Rowland, 2012). Muir (2010) discovered that teachers who used video-stimulated recall not only reflected on the current aspects of their teaching but also long-term changes in their instruction. Video-stimulated recall has been used in a variety of studies, but very few have been used in combination with other reflection styles.

Developing reflective abilities of pre-service teachers is a critical skill within teacher education programs. Supervisors assist student teachers in reflecting on and about the theory and practice of teaching while stimulating them to analyze and critique their teaching performance and classroom events. Kraus and Butler (2000) examined a teacher education program that exposed pre-service teachers to reflective thought and used reflective evaluation. In the foundation stage, the pre-service teachers experienced dialogue journals where they developed their teaching philosophy and worked to “think outside the box.” During the second stage, the students developed lesson plans for their content areas that they shared with their peers and provided feedback for thoughtful consideration. In the final step, students were required to analyze and apply curriculum plans and designs and to implement a variety of instructional methods while performing reflective interviews, journals, and self-assessment tasks. Kraus and Butler found that preservice teachers were provided multiple opportunities to reflect but were unable to show if the program increased reflectivity or not. These types of studies have not only been done in general education, but specific fields such as mathematics, health, science, and music.

Van Manen's (1977) Levels of Concern in General Education

Pultorak (1993) used Van Manen's (1977) levels of concern model to determine different categories of reflection through four different procedures. In Van Manen's model, each level of reflectivity is sequential; one must address the needs of each level before proceeding to the next. The first level, technical rationality, consists of responses that deal with the professional application of pedagogical knowledge and basic curriculum principles such as, "Are the students doing what the teacher asked?" Contexts of the classroom, school, community, and or society are not considered. Once the participant recognizes the restraints of this level, the need for a higher level of deliberation becomes apparent. The participant evolves to the second level, practical action. Thinking at this level happens when the teacher becomes more troubled with clarifying assumptions and predispositions while assessing the educational consequences. At level three, critical reflection, educators are concerned with the worth of knowledge and social circumstances useful to students apart from the educator's personal bias.

Pultorak examined student teachers in traditional classroom settings. He used bi-daily journals, bi-weekly journals, visitation journals, and reflective interviews in the student teaching experience to see when and if reflectivity occurred. All three levels of reflectivity were found in each of the procedures used, however, as the methods developed in complexity, so did the responses. Pultorak stated that teachers should consider the desired level of concern when designing their lessons and activities. By using these types of reflective modalities during student teaching, the participants were

able to engage in deeper reflection and plan their lessons to engage and act as role models of reflection for their students.

Research in Music Education

Researchers in music education have begun to analyze how reflective practice impacts in-service and pre-service teachers in music. Barry (1994) employed six strategies for reflection with collegiate music methods students: teaching experiences, journal writing, peer observations, receiving feedback from peer observations, self-assessment, and consultation with the university supervisor. The experiences were included as essential components of a music and related arts methods course for undergraduate elementary and early childhood education majors. The purpose of the study was to examine the students' perceptions of the usefulness of those experiences and the amount of thought and reflection required.

It was found that education students may need an external stimulus to promote reflection and that teacher education courses should include the six experiences listed above to encourage reflection. The results indicated that students found the teaching experiences to be the most useful and to require the most thought and reflection. The results also suggested that education students may need an external incentive to promote reflection and that teacher education courses should include the six reflection strategies from the study to promote the use of reflective practices.

Bartolome (2013) studied the experiences and perceptions of undergraduates enrolled in a music education fundamentals course featuring a significant service-learning component. The participants attended weekly class meetings and provided 30 minutes a week of classroom support for teachers at a preschool center. Each participant completed

reflective writings, formal observations, and semi-structured interviews with students, cooperating teachers, and the principal. The data was analyzed for themes relating to the perceived benefits of the service-learning experience.

Beyond applying knowledge, many participants noted that the process of completing service and reflections also helped them retain information better. Themes that emerged from the data related to student learning included teacher skills, preparation, creativity, teacher identity, career awareness, and self-reflective practice. The participants also mentioned on the value of the reflective assignments as helpful in permitting them to process each service visit, set goals for themselves, and make changes in their practice accordingly.

Barrett and Rasmussen (1996) examined preservice teachers' perceptions of music teaching, elementary students, musical content, and school contexts. The researchers used videotaped case examples to prompt reflection and observed that preservice teachers raised essential questions about the purpose and nature of music education. Participants were 90 early childhood, elementary, or middle school education majors enrolled in five sections of music methods from two different universities. The researchers used a 4-day sequence of class activities designed and supplemented by writing assignments that students completed during and outside of class. The course included: (a) participation in a model lesson taught by the methods professor; (b) viewing a videotape of the same lesson as instructed by an experienced music teacher to third-grade students; (c) viewing a tape of an interview with that teacher as he described context, musical content, learners, teaching, and philosophy while watching the recently-recorded video of the lesson; and (d) small group discussions to summarize responses and

insights from the series of experiences. Assignments involved recording perceptions while viewing the videotapes, short essays to define the educational aspects of the skills, and the formulation of questions about teaching and learning based on the model lessons and videos. The videotape of the third graders produced a shift in focus from teacher knowledge, skills, and content selection to characteristics of the learners. The juxtaposition of essays written after the observation of the third-grade class and the experienced teacher's interview and reflection reveals the focus of the methods students' perceptions and the development of their beliefs about music teaching and learning. In assessing the educational experience of this lesson for the third graders, almost all methods students responded positively, concluding that the lesson was valuable and informative. Through using a model lesson, the preservice teachers were able to immerse themselves in the musical content as learners and were able to participate in the flow of an educational experience. Using videotaped cases provides an opportunity for preservice educators to engage in discourse of their understandings of musical content, teaching, learning, and school contexts, and to raise significant questions about the nature and purposes of music education. Through the teacher's reflections, the preservice teachers were able to gain a deeper understanding of the teacher's motivations, dilemmas, and evolving practices. Other forms of reflection modalities also allow preservice educators to engage in self-evaluation.

In another study, Grant and Drafall (1996) worked with two groups of music student teachers at two universities using different cooperating teacher training programs to study the developmental thinking and qualities of reflection exhibited in the two groups. The researchers compared student teachers' open narratives with their responses

to more specific questions and concluded that the open narratives indicated more determined efforts at the reflection. The researchers examined 19 music student teachers at Institution A (with trained cooperating teachers) and 26 students at Institution B (with unexperienced cooperating teachers). Students from Institution A used open-ended narratives to report on their weekly activities and to reflect on their teaching. The Institution B students shared their actions on more standard forms and then wrote a paper at the end of the semester in which they reflected on their student teaching experiences.

The researchers found that the differing weekly reporting instruments rather than variances in the training of cooperating teachers contributed most to the differences in developmental growth between the two groups. The forms used at Institution A were unrestricted and more beneficial to an extensive narrative about many facets of the student teaching experience whereas the forms used at the second institution asked for responses to specific areas and appeared to produce briefer and less reflective reactions to areas and appeared to elicit more concise and less reflective responses. The findings supported the value of providing students with a chance to write about the activities, experiences, failures, and successes of teaching.

Research conducted by Conkling (2003) studied the reflective thinking generated among a group of preservice choral music teachers working at a professional development site. It was found that during the development of their music teacher identities and personal pedagogies, the preservice teachers: looked for expert models, rehearsed or problem-solved in their teaching performance in between lessons or classes, and sought out other practitioners, especially peers, for useful feedback and support.

Bartolome (2017) created a longitudinal study to explore the preservice and first-year music educators' changing perspectives on fieldwork activities embedded within a music teacher preparation program. The study collected data for 2.5 years as the participants engaged in elementary teaching practicum, finished the student teaching internship, and entered the field of teaching. Using data from a previous study (Bartolome, 2013), the researcher provides a comparative analysis of the students' evolving perceptions of fieldwork over time. The data also included the use of reflections on how the skills and dispositions acquired through fieldwork transferred to their first year of teaching. While each type of fieldwork fostered overall preparation, it was apparent that unique skills and dispositions were derived from each experience. Overlapping themes that emerged were planning and preparations, collaboration, career awareness, and teacher identity. Bartolome stated, "Self-reflection also must be paired with frequent ongoing expert feedback and multiple opportunities to refine teaching skills based on reflection and feedback. While self-reflective work is critical, it is not always accurate and must be corroborated with expert opinions" (p. 281-282). Through proper modeling of this practice as a music education professional and emphasizing the importance of ongoing self-reflection may foster a healthy valuing of the self-reflective process.

Reflection Concerns Model

The Fuller and Bown (1975) three stages model has been confirmed and challenged through various research and has been used in a variety of classroom settings, including music education (Conway & Clark, 2003; Kagan, 1992; Zielinski & Preston, 1992). The three stages of the model are self-survival, teaching situation, and pupil.

During the first stage of self-survival, the teacher is focused on their instruction and classroom management. When teachers focus on the teaching situation, they are considering ideas such as student performance and individual teacher duties. Lastly, when teachers focus upon the student, the relationship and rapport of the student, and how the classroom can affect the community through their actions becomes the main emphasis of concern. Researchers such as Borich (2000) have found that a progression does not always occur and is found more in clusters than stages. The groups of steps have also been tested in the field of music education.

Researchers Miksza and Autsin (2010) examined eleven high school students enrolled in a pre-collegiate music teacher recruitment program. A video-assisted stimulated recall was used during three interviews over a 12-week sectional coaching experience. Across three interviews, self concerns decreased slightly, task concerns remained relatively the same, and student concerns increased. However, the change might be because each interview used different focus questions. There has been a difference between high school students and pre-service undergraduate teachers regarding reflective practices.

Campbell and Thompson (2007) surveyed the concerns of pre-service music teachers from 16 American universities. Each of the pre-service music educators was at four different stages in the undergraduate degree program (introductory, methods, field experience, and student teaching). The researchers found that student-impact concerns were highest for all participants, followed by self concerns and then task concerns ranking the lowest. It was also discovered that women and participants intending to teach at the elementary level had reported significantly higher levels of concern than men and

participants who intended to teach at the secondary level. This result may be because most future high school music educators see themselves in performance-based programs. Their self-defined roles may be more that of conductor or director rather than teacher, and they may consequently experience less concern, particularly about administrative tasks related to teaching. It is also possible that because high school experiences of these students are relatively recent, they feel a higher level of confidence in their teaching abilities for this level.

In examining the extent to which participants' responses reflect Fuller's stages of teacher development, the findings suggest a marked departure from the theoretical sequence as outlined by Fuller and Bown (1975) and may reflect a unique developmental trajectory or a variation upon the progression, possibly a reflection of cross-sectional sampling. Despite their level in the teacher education program, preservice music teachers identified impact-related issues as being of more concern than task- or self-related issues.

Yourn (2000) sought to identify beginning music teachers' concerns regarding learning how to teach using a qualitative study. Yourn found that beginning music teachers do go through similar stages or clusters when learning how to teach. Stevanson (2005) sought to identify the needs and concerns of beginning elementary music teachers and determining how these teachers perceived support from a mentoring program. Personal needs and concerns were the most cited by the teachers, rather than curricular or managerial concerns. Killian, Dye, and Wayman (2013) examined 159 music student teachers before and after teaching over five years to observe their self-reported concerns. It was found that overall, the participants reported more self concerns (55%) before student teaching than after (33%). There were more concerns for students after student

teaching (20%) than before (4%). Powell (2014) also examined the concerns over four teaching episodes. The researchers found that self concerns rose in frequency from the peer-teaching incidents to the field-teaching event. Also, the concerns of student impact were low in the peer-teaching episodes, meeting less than 3% of concerns of the pre-service teachers.

In another study, Berg and Miksza (2010) investigated the status and development of eleven junior-level instrumental pre-service music teachers' concerns using Fuller and Bown's teacher concerns model. They found an emphasis on task concerns because participants were more concerned with the pedagogical content instead of the student impact or personal teaching characteristics. The variety of task concerns identified was also more significant than that of self or student-impact concerns. The task-related issues cited most by the participants in the original goals essay reflected music-specific pedagogy. Time usage and planning emerged as important task-related issues in the reflection essay. Comparisons between the unique goals essay and the reflection essay indicated a general trajectory of change consistent with Fuller and Bown's (1975) linear model. The quantity of self concerns cited by the participants decreased, whereas the amount of student-impact concerns increased. The researchers believed that it would be informative for researchers to examine the change in preservice music teacher concerns longitudinally.

Miksza and Berg (2013) then extended their study by doing longitudinal research of eight individuals who participated in the previous Berg and Miksza (2010) study. Data sources were collected over 1.5 years from essays, journals, and teaching observation reports. The results showed that preservice music teachers' concerns were about specific

teaching contexts, instructional issues, and personal aspects of teaching. The participants were more concerned with student impact versus being concerned with themselves. However, in the middle of the semester, the participants shifted student teaching placements, which made student-impact concerns decrease while task concerns increased. There was also a change of concerns that pre-service teachers emphasize as they grew through the teaching experience while the previous concerns still lingered in their reflections. Additional data gathered through surveys and interviews at the beginning and end of each placement would enable researchers to determine when and how specific concerns emerge. Moreover, the researchers felt that additional research would add to a growing body of knowledge that establishes patterns and at the same time, reveals unique individual and context-dependent aspects of preservice music teacher development.

Within this chapter, I have reviewed the different areas of research of reflective practices in both general education, but music education as well. The literature review revealed that while researchers in general and music education have utilized reflective assignments such as logs, reflection sessions, and video to help teachers increase reflectivity, few studies have combined and compared more than one strategy. Therefore, the combination of weekly journal entries, video-stimulated recall, and debriefing interviews may have applicability to aid and enhance reflectivity among pre-service music education students.

Purpose of the Study

Scholars have recognized the importance of reflection in the field of education (Dewey, 1933; Reissman, 2006; Schön, 1983). The National Council for Accreditation of Teacher Education (NCATE) (2010) (now known as the Council for the Accreditation of

Educator Preparation [CAEP]), which created and enforced teacher education standards, included reflective practice as a needed component of teacher education programs. By engaging in reflective practice after teaching, pre-service and in-service teachers can evaluate and learn from the teaching episode to be effective educators for their students. The purpose of this study was to examine reflective concerns demonstrated by pre-service music educators through varied reflective modalities (in-person interviews, reflective journals, and video-stimulated recall reflection) and to how those concerns differ in these different reflective modalities. The second purpose of the study was to determine if the concerns of the pre-service music educators change throughout their student-teaching placement.

Research Questions

The following research questions will guide this study:

- Q1 What are the concerns of music student teacher participants in in-person interviews, weekly journals, and video-stimulated recall (VSR) reflective modalities?
- Q2 How do the concerns of the participants differ in these different reflective modalities?
- Q3 How do the concerns of the participants evolve throughout the student teaching placement?

CHAPTER III

METHOD

Participants

The convenience sample of this study included 12 undergraduate music education majors enrolled in student teaching during the Spring 2019 semester at a medium-sized university (approximately 13,000 students) in the Rocky Mountain region of the United States. There were five males and seven females with a variety of ethnic backgrounds, focus of study (e.g., general music, MS/HS [middle school/high school] band, MS/HS choir, and MS/HS orchestra) and varying amounts of prior field experiences (substitute teaching, assisting with local school programs, and practicums). The teacher preparation program meets the requirements set forth by the Colorado Department of Education, and upon completion of the program, participants are eligible for Colorado K-12 music teacher licensure along with their Bachelor of Music Education degree. The student teachers were placed at schools in different districts and had different experiences based on the socio-economic and cultural climates of the schools and communities in which they were placed. The participants were approached during a university seminar meeting for the music education student teachers. All current student teachers were offered the opportunity to participate in the study, but only 12 submitted the documentation to continue with the investigation.

Procedure

Upon receiving university Institutional Review Board approval (Appendix A) and obtaining written consent from each of the participants (Appendix B), I proceeded with data collection. Data were collected from 4 different sources: an in-person introduction interview, journal reflections, an in-person video-stimulated recall interview, and an in-person exit interview.

Introduction Interview

The in-person introduction interview was conducted to gain insight into the participant's previous teaching experiences up to student teaching and to evaluate their current concerns going into their teaching placement. After consent was given, I scheduled each participant's introduction interview at a time and place of their choosing. Often it was a coffee shop or a meeting room at the local library. The interview protocol (Appendix C) was read to each participant before beginning, and the entire interview took five to twenty minutes each. Each question was read to the participant and they were allowed the freedom to take as much time as needed in their explanations. Whenever there was a lapse in dialogue, or there was some vague answer, the researcher would probe for more information. The meeting was recorded using a Zoom H2N portable recorder and then transcribed verbatim. The transcriptions were sent to the participant for verification and accuracy.

Eight-Week Reflection Journal

After the introduction interview, each participant was given the journal protocol (Appendix D) to explain what was expected during the eight weeks of reflection. The participants were asked to either write in a physical journal or in a digital word

processing document that was to be collected during the exit interview. The pre-service teachers were asked to answer each of the questions on the protocol during their weekly reflections based on their teaching episodes that occurred that week. They were asked to do a minimum of one-day reflection a week for the eight weeks. The participants were asked to consider the teaching episodes, their duties as a teacher, and their thoughts during their planning sessions. Responses varied between a listing of tasks completed to full journal entries containing planning, lesson episodes, and interactions with students and staff. The primary aim of the pre-service teachers using reflective journals was to add awareness to what they do in the classroom.

Video-Stimulated Recall Interview

During student teaching, pre-service teachers are evaluated by their cooperating teacher and their university supervisor. The university supervisor is generally a full-time faculty member who travels to visits schools and facilitate a conference between the cooperating teacher, the university supervisor, and the student-teacher. During these visits, the university supervisor observes the student-teacher teaching classes and provides specific written feedback on each visit. Some university supervisors take video recordings of these lessons for the student teacher to refer to when looking over the written feedback. These recordings can be for a single experience or multiple lessons on one visit.

The participants and I worked out specific interview times that were arranged after the introduction interview and after the observation by their university supervisor. It was essential to wait for the observation of the university supervisor because the video that was recorded during the observation is the video that was used in the video-

stimulated recall (VSR) interview. The VSR interview was scheduled as soon as possible after their observation because research has shown that minimizing the time between the teaching episode and the meeting may enhance the interview results (Gass & Mackey, 2000). The longest time between receiving the video and holding the video-simulated recall interview was twelve days due to the participant being out of town for personal reasons. With consent from the student teachers, the videos were uploaded to a cloud server, and the university supervisor sent private links to both the participant and me.

Before the interview, I selected segments of the video that exemplified and represented the participant's teaching (Gass & Mackey, 2000; Miksza & Austin, 2010). I worked to exclude times where the preservice teacher was waiting for students to set up or where the ensemble/class was transitioning to new pieces or topics. At the interview, each participant was read the debrief explaining the protocol before starting (Appendix E). The interview protocol was designed to reveal participants' perceptions, changes in thinking, sense of personal improvement, and a sense of teacher identity (Miksza & Austin, 2010). The VSR protocol consisted of asking the participants to stop (i.e., press pause) at points in the video when ready to identify something in the video or that the video helped the participant to remember about that teaching episode. The participants were asked to speak freely about each pause and were given prompts (e.g., "Could you clarify your thoughts during this section of the lesson?") when the answers were short or vague to gain an apparent response to the break.

The participants and I viewed the selected video excerpts together on a laptop in a private room. Each interview took ten to thirty minutes to complete. The meetings were

all recorded using a Zoom H2N portable recorder and were transcribed verbatim. The transcriptions were then sent to the participants to verify and check for errors.

Exit Interview

The in-person exit interview was a time for the participants to reflect on their overall learning and how they perceived themselves as music educators throughout the student teaching process. After the VSR interview, I scheduled each participant's exit interview at a time and place of their choosing. The interview protocol (Appendix F) was read to each participant before beginning, and the entire meeting took five to twenty minutes each. The interview was recorded using a Zoom H2N portable recorder and then transcribed verbatim. The transcriptions were sent to the participant for verification and accuracy.

Analysis of Data

At the end of the collection of data, there was a total of seven hours and twenty minutes of recorded interview data, transcribed into 121 pages of transcription. That, combined with the written reflections, equated to 198 pages of transcriptions, double-spaced to leave room to code the data by hand. An a priori (Miles & Huberman, 1994), deductive (LeCompte & Schensul, 1999) coding approach based on Fuller and Bown's (1975) three categories and codes developed previously (Miksza & Berg, 2013) was used to code all transcriptions, written responses, and journal entries (Appendix G). The transcriptions were divided by each participant before coding, and the information was inserted into the participant summary (Appendix H).

The three categories of concern represented in the Miksza and Berg (2013) codebook were self, task, and student. The self concern category codes were focused on

the participant's characteristics and relationships with their colleagues and others in their life, relating to their teaching responsibilities. The codes in the task category reflected their concerns about classroom issues, their knowledge of the content, and the different strategies used in the classroom. The student-impact codes revealed concerns for the development of students' skills or expertise.

After completion of the analysis of all documents, a unique summary form was completed for each participant. The report (Appendix H) included a Fuller and Bown category and code frequency summary for written documents, a trend (positive, neutral, negative) analysis for concern category emphases present in the reflections across time, a distribution analysis noting specific codes that were similar and different across time, a comparison of concerns conveyed in the in-person interviews, VSR interviews, and weekly reflections, a synopsis the journal and interview content, and a summary of memos created during coding process.

Reliability

Several steps were taken to strengthen the reliability of the coding process, including a predetermined intercoder agreement process (Creswell, 2007), peer debriefing, source triangulation (Stake, 1995), checking for researcher effects (Miles & Huberman, 1994), and checking the meaning of outliers (Miles & Huberman, 1994). A second coder was asked to participate in the coding process to complete these strategies and along with the researcher, served as the independent coders for all data. The second coder is a current music educator who has completed her master's degree in music education and is currently a high school band director. She had no association with any of

the participants before or during the study. The only identifying information for the participants that she had access to be their pseudonym on their transcriptions.

The coders analyzed the interview transcripts independently and met to discuss differences in results (Creswell, 2007). This process was done three separate times until agreement was achieved. Establishing intercoder reliability was an attempt to reduce the bias generated when individuals unconsciously make errors when processing large amounts of textual data generated by qualitative research.

Through the peer debriefing process, the researcher worked with several colleagues who held impartial views of the study. The impartial peers examined the researcher's transcripts, final report and general methodology. To keep the anonymity of the participants secret, the peers were not allowed to see the recorded interviews or photographs. Afterwards, clear and concise feedback that focused on both the strengths and the weaknesses of the researcher was provided to enhance credibility and ensure validity.

The researchers also engaged in source triangulation, comparing the code distributions and category frequencies present in the transcriptions and reflections to identify the most pressing concerns. Stake (1995) referred to the use of protocols to ensure accuracy and alternative explanations are called triangulation. Triangulation is used to bring together different, but complementary kinds of data. The findings are validated when the patterns from two different sets of data coincide; however, differences urge the researcher for further probing to identify the cause or source of conflict. The data collected through multiple forms allowed for the researcher to find patterns within the data sets and probe further into the study for the areas of conflict.

The possible researcher effects on the data were mitigated by having the second coder join the research project after all the data was collected and having a university faculty member who was not one of the researchers who serve as the student-teacher university supervisor. The researchers checked the meaning of outliers by noting unique codes or phrases within the transcriptions and reflections from participants.

Researcher Association with Participants

At the time of the study, the participants were not involved in any courses in which the researcher controlled academic standings. In previous semesters, the participants were students of the researcher's methods class and had interactions through various music education courses and events within the university. As a graduate assistant to the department, the researcher assisted the music education faculty in a variety of the coursework in which the participants were students.

CHAPTER IV

RESULTS

Throughout this chapter, the collected data will be divided into different themes. The first section will be a discussion of the results of the concerns from all the participants to see if any differences between the diverse reflective styles are present. The following section will be divided between the three concern levels of self, task, and student and will be an examination of each of these concerns in greater detail considering the different reflective styles and participants. Then, the next section is used to look at the participants' concerns throughout the different reflection practices and their trajectory through the Fuller and Bown (1975) concerns model using the introductory interview, video-stimulated recall interview, and exit interview (in that order) as a direction through time to represent the growth throughout the student teaching placement. Each participant will have their summary presented and will use be identified using pseudonyms. The final section will make a comparison of the three reflective modalities and their relation to the three-level concerns model of Fuller and Bown (1975).

Reflective Practices

The analysis of the different reflective practices shows distinct differences in what types of concerns are expressed in each of the reflective modalities. Aggregate analyses of the transcriptions and reflections suggest that the number of concerns in each category was consistent during the in-person interviews. Unlike the in-person interview, both the

video-stimulated recall interview and the written reflections show a decrease in frequency as well as proportion in self and student-impact concerns. There was also a substantial increase in both percentage and rate seen for task concerns during the written reflections and video-stimulated recall interview (Table 4.1).

Table 4.1

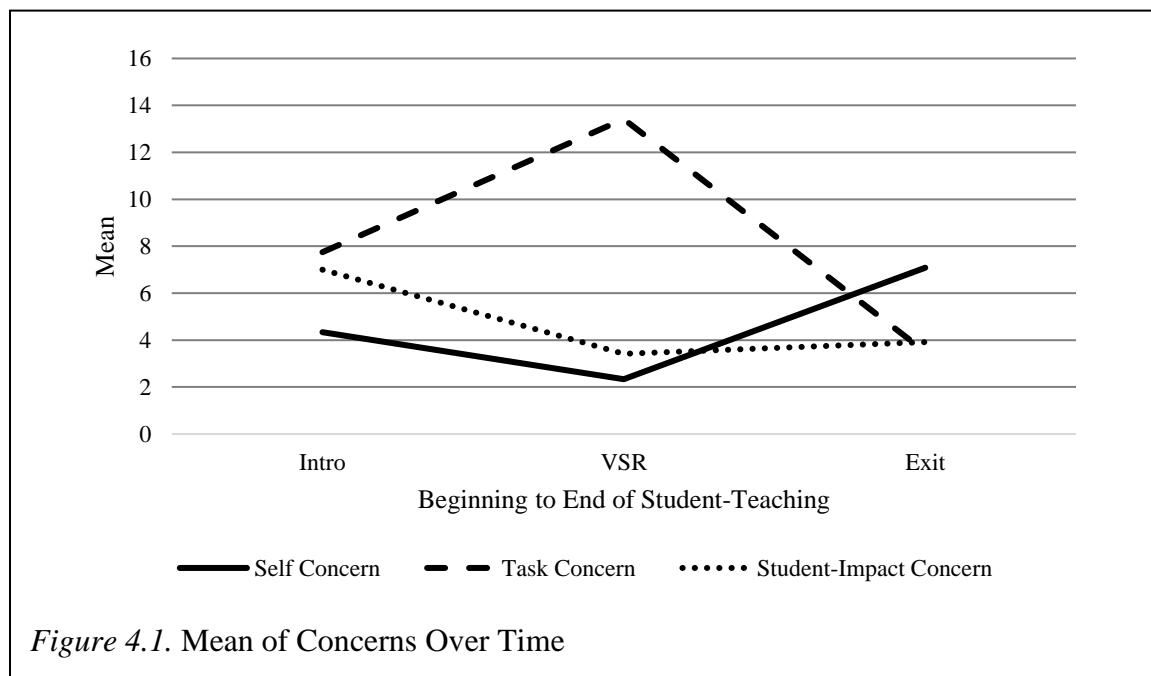
Sums, Means, and Proportions (in percentages) of Concern Categories for Participants in Reflective Modalities

Concern	In-Person Interview			Written Reflections			Video-Stimulated Interview		
	<i>Sum</i>	<i>M</i>	%	<i>Sum</i>	<i>M</i>	%	<i>Sum</i>	<i>M</i>	%
Self	137	11.42	34.08	93	7.75	25.48	28	2.33	12.17
Task	135	11.25	33.58	188	15.67	51.51	161	13.42	70.00
Student	130	10.00	32.34	84	7.00	23.01	41	3.42	17.83

The sum of the concerns is calculated by the total number of observed concerns from the total number of participants. As can be seen above, there is a difference in frequency of concerns during the written reflections and video-stimulated interviews. The mean is calculated by taking the frequency of the tasks in each concern divided by the twelve participants within the study. Again, this data shows the tendency of the concerns for each of the reflective modalities. In the written reflections and video-stimulated recall interviews, there is a higher tendency for participants to discuss task concerns than during the in-person interviews. Lastly, there is a difference in proportions of concerns between each of the reflective modalities. In the in-person interviews, the balance of tasks is consistent between the three concern categories. In the written reflections, there is an increase of task concerns, while there is an equal proportion of self and student-impact concerns. During the video-stimulated recall interview, there is an increase in the

proportion of task concerns. There was also a more student-impact concerns over self concerns.

Throughout the study, the mean of participants' concerns within the three concern categories fluctuated between the three modalities. By design, it is challenging to separate time effects from modality corresponding to the effects to the concern levels. During the Introductory Interview, the amount of task and student-impact concerns were similar, while the concerns about themselves were not seen as frequently. During the Video-Stimulated Recall interview, the frequency of task concerns increased while concerns of self and student-impact decreased. At the Exit Interview, there was an increase of self concerns along with a small rise in student-impact. The concerns on the tasks in the classroom drastically decreased during the exit interview, which can be seen in Figure 4.1.



Individual Concern Results

Self Concerns

From the Miksza and Berg (2013) Codebook (Appendix G), fifteen self concern codes emerged from the collected data (Table 4.2). Of the fifteen codes, six self concern codes remained present throughout the data collection for the current study: organization, identity, indecision, personality, adapting, and authority. From these concerns, indecision and personality appear to have been the overall most pressing self concerns for the participants, given their relative quantity and proportion with each reflective practice. Concerns for humor or memory was not mentioned in the written or video-stimulated interview, whereas concerns for work/home balance only appeared in the written reflections. Examples of concerns are present in Figure 4.2.

Table 4.2*Frequency and Sum of Self Concerns in Reflective Modalities*

Code	Definition	In-Person Interview		Video Stimulated Interview		Written Reflections	
		<i>n</i>	#	<i>n</i>	#	<i>n</i>	#
Te	General concern	5	8	-	-	4	7
TeO	Organization	11	21	2	2	5	8
The	Humor	3	4	-	-	-	-
TeC	Communication	4	8	-	-	3	5
TeR	Rapport	6	8	-	-	4	7
TeID	Identity	11	36	2	2	7	17
TeINDEC	Indecision	7	10	5	13	4	5
TePERS	Personality	9	20	4	7	9	17
TeEV	Evaluation	2	4	-	-	3	12
TeA	Adapting	4	7	3	3	3	7
TeM	Memory	2	2	-	-	-	-
TeMU	Musicianship	1	2	-	-	3	3
TeAU	Authority	5	5	1	1	3	3
TePR	Peer/colleague interaction	2	2	-	-	1	1
TeBL	Work/home balance	-	-	-	-	1	1

Note. *Frequency (n)* is the number of individuals out of 12 participants who exhibited a concern. *Sum (#)* is the number of concern codes tabulated overall and does not differentiate as to whether many concerns were expressed by one person or by many. Te = self (i.e., teacher).

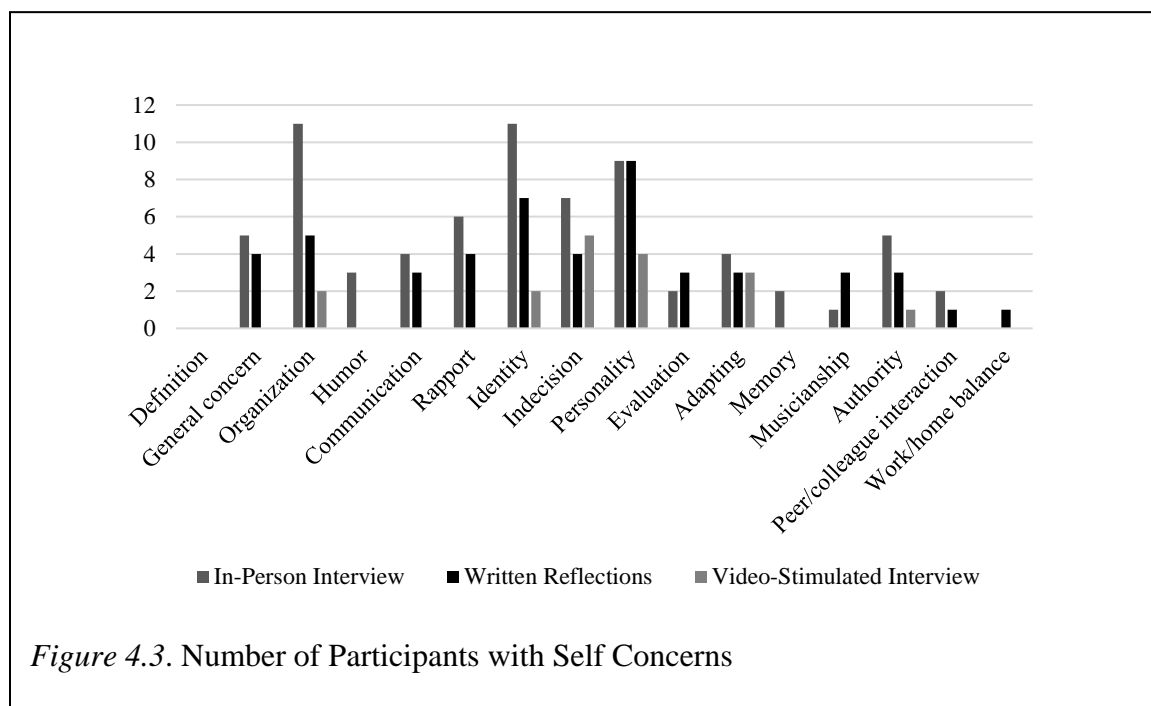
TeH: I don't think the older students get my sense of humor at times (I)

TeM: I'm afraid that I am going to forget something like important dates and names (I)

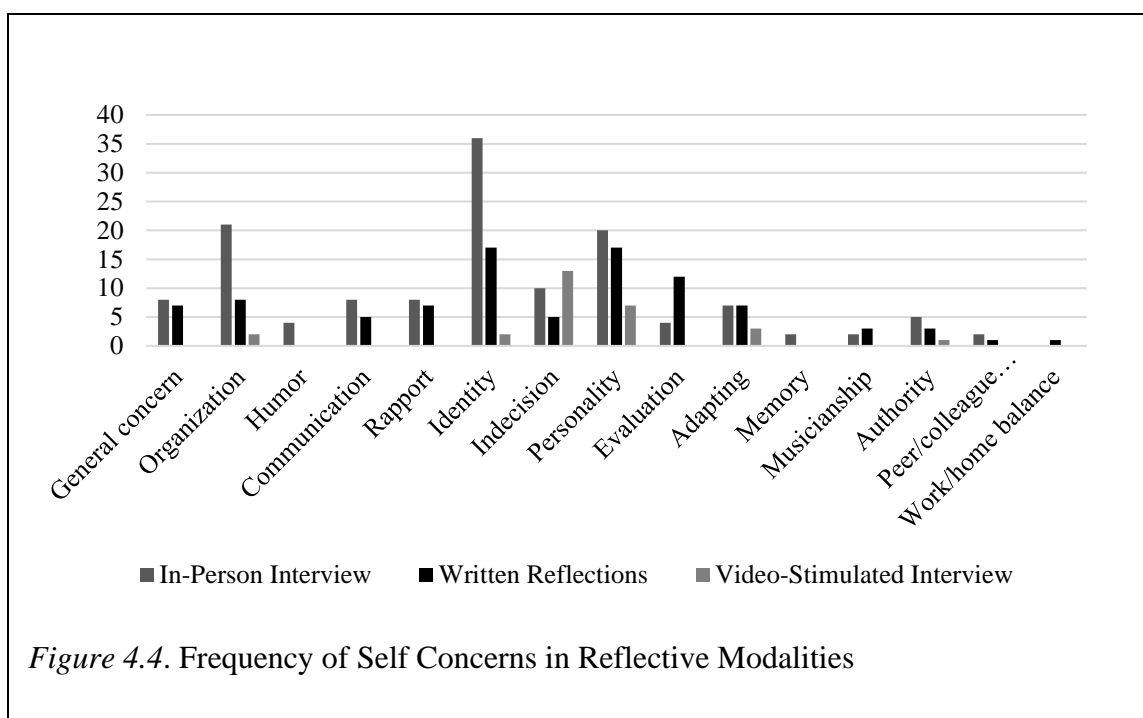
TeBL: I have also been watching my cooperating teacher stress about recruitment and numbers for the next year. It has raised a lot of questions about how I might choose to recruit in my future positions. My cooperating teachers seems to take it very personally, which I understand, but I hope to find a balance there. (W)

Figure 4.2. Self Concern Examples Note: I = in-person interview; W = written reflections; VSR = video-stimulated recall interview. Code definitions are presented in Table 4.2.

During the study, there was not an instance where all twelve participants referenced a single self concern during a single reflective style, but there were some examples where most of the participants reference similar concerns as seen in Figure 4.3. During the in-person interviews, organization, identity, and personality concerns were mentioned by more than nine of the twelve participants. During the written reflections, the personality concerns were again mentioned by more than nine of the twelve participants.



During the in-person interviews, organization, identity, and personality were mentioned the most often. During the written reflections, however, personality was discussed just as often as identity. Again, there was not a substantial mention of self concerns during the video-stimulated interview, as seen in Figure 4.4.



Task Concerns

The most considerable number of the Miksza and Berg (2013) codes (19) was detected among the task concerns category (Table 4.3). Many task concerns were seen across all reflection styles, including knowledge, instrument-specific pedagogy, repertoire, time, feedback, rehearsing, conducting, classroom management, pacing, error detection, goals, planning, and student-ability level. The concerns of planning, classroom management, and student-ability level were seen the most often throughout the student teaching process. Of all the task concerns, general task and student age/grade level concerns only appeared during the in-person interviews, whereas the concern of intensity of instruction appeared in the written reflections and the video-stimulated interview as seen in Figure 4.5. Long-range planning was seen throughout the in-person interviews and written reflections but was not mentioned during the video-stimulated interviews.

Table 4.3*Frequency and Sum of Task Concerns in Reflective Modalities*

Code	Definition	In-Person Interview		Written Reflections		Video-Stimulated Interview	
		<i>n</i>	#	<i>n</i>	#	<i>n</i>	#
Ta	General concern	3	3	-	-	-	-
TaK	Knowledge	7	9	8	12	4	6
TaIS	Instrument-specific pedagogy	2	2	3	4	3	4
TaREP	Repertoire	8	11	7	12	5	7
TaGR	Group size/configuration	2	2	-	-	1	1
TaT	Time	1	1	3	3	1	1
TaF	Feedback	2	2	2	4	5	12
TaREH	Rehearsing	5	6	9	19	11	40
TaCOND	Conducting	1	1	2	4	4	10
TaCM	Classroom management	11	39	10	44	8	23
TaPC	Pacing	2	4	6	10	4	5
TaE	Error detection	2	3	6	7	7	17
TaG	Goals	1	1	2	2	1	2
TaPL	Planning	12	30	10	35	9	19
TaLRP	Long-range planning	6	6	3	3	-	-
TaLEV	Student age/grade	2	3	-	-	-	-
TaAB	Student ability level	6	11	8	27	6	12
TaCL	Clarity of instruction	1	1	1	1	-	-
TaI	Intensity of Instruction	-	-	1	1	1	2

Note. Frequency (*n*) is the number of individuals out of 12 participants who exhibited a concern. Sum (#) is the number of concern codes tabulated overall and does not differentiate as to whether many concerns were expressed by one person or by many. Ta = task.

Ta: Paperwork and emails...what your cooperating teacher does when you're teaching, you know, I mean, not always, but like, I think that's a way for them to get caught up and that's just something like I kind of have no idea about, but it's not something that, like you see, we see them doing it, and it's not like it's unknown. (I)

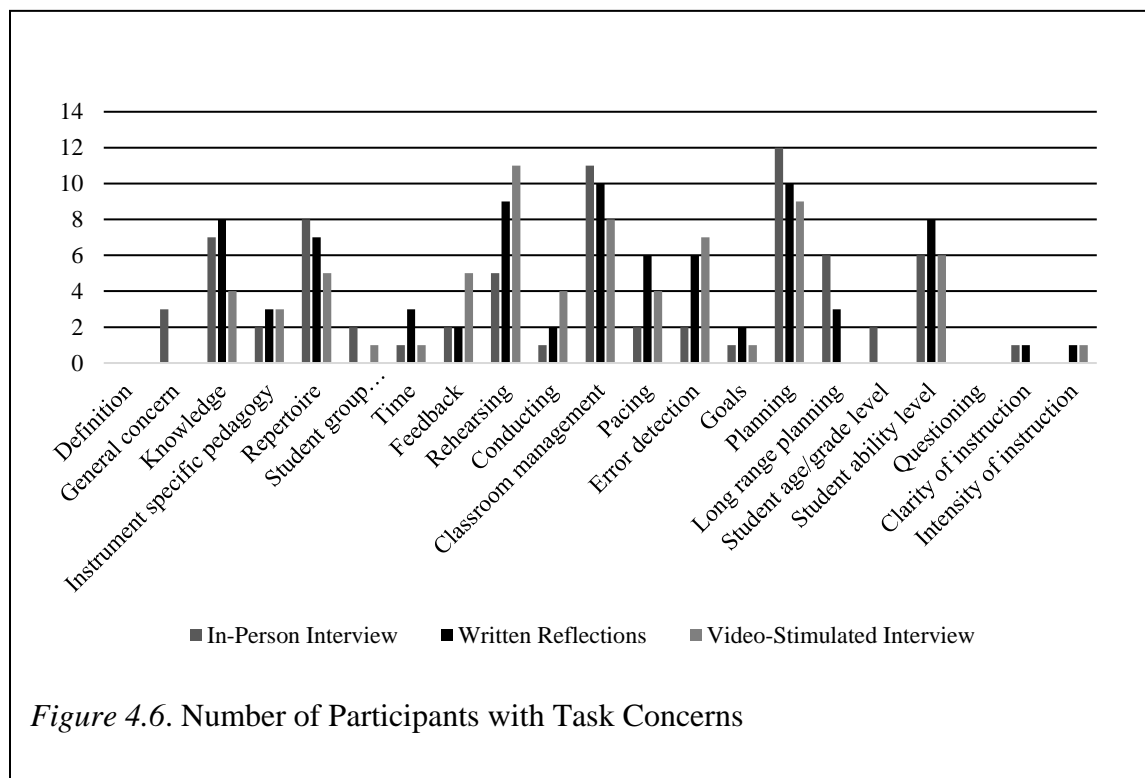
TaLEV: High school, for me, is harder. I'm not sure why. I haven't really worked with them in-depth, so it's a little more difficult (I)

TaLRP: I think that's going to be the hardest thing for me, is making sure I have long term goals for my students (W)

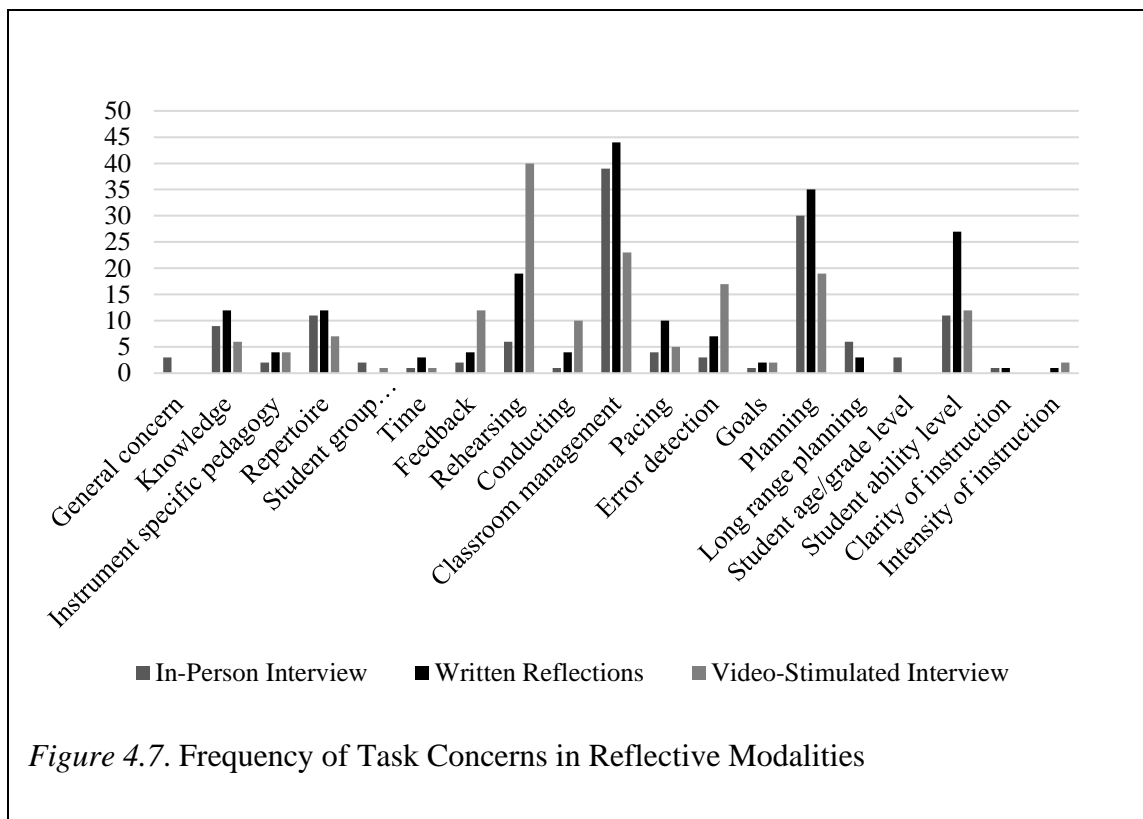
TaI: I need to be more assertive and have more energy on the podium (W)

Figure 4.5. Task Concern Examples Note: I = in-person interview; WR = written reflections; VSR = video-stimulated recall interview.

There was only one instance where all participants referenced a task concern within the same reflective style, which was planning during the in-person interviews. There was not an instance where all participants referenced a task concern within the same reflective form, but there were a couple of categories where many of the participants did reference a few of the concerns (Figure 4.6). During the in-person interviews, organization, identity, and personality concerns were mentioned by more than nine of the twelve participants. During the written reflections, the personality concerns were again mentioned by more than nine of the twelve participants. Over half of the participants discussed the concerns about classroom management, error detection, rehearsing, and planning during the video-stimulated recall interview.



During the in-person interviews, classroom management and planning were mentioned the most often. In the written reflections, however, classroom management, planning, and student ability/levels were mentioned the most. Unlike the self concerns, there was a reference to concerns of rehearsing multiple times during the video-stimulated interview, as seen in Figure 4.7.



Student-Impact Concerns

As seen in Table 4.4, the following concerns were seen throughout all reflective styles, including motivation, differentiate individuals, learning concern, liking the teacher, enjoying music, and rapport. Students' learning, motivation, and rapport with the teacher were the most prominent in the transcriptions. However, the general student-impact concern did not appear in the in-person interviews, while concern about differentiate instruction for the whole group was not present during the written reflections (Figure 4.8).

Table 4.4*Frequency and Sum of Student-Impact Concerns in Reflective Modalities*

Code	Definition	In-Person Interview		Written Reflections		Video Stimulated Interview	
		<i>n</i>	#	<i>n</i>	#	<i>n</i>	#
S	General concern	-	-	1	1	1	1
SM	Motivation	12	35	10	18	3	6
SDi	Differentiate individuals	3	4	3	4	3	6
SDg	Differentiate group	1	1	-	-	2	2
SL	Learning concern	10	23	8	26	7	20
SLIK	Liking the teacher	10	13	4	5	1	1
SENJ	Enjoying music	11	21	3	4	1	1
SR	Rapport	12	24	9	26	4	6

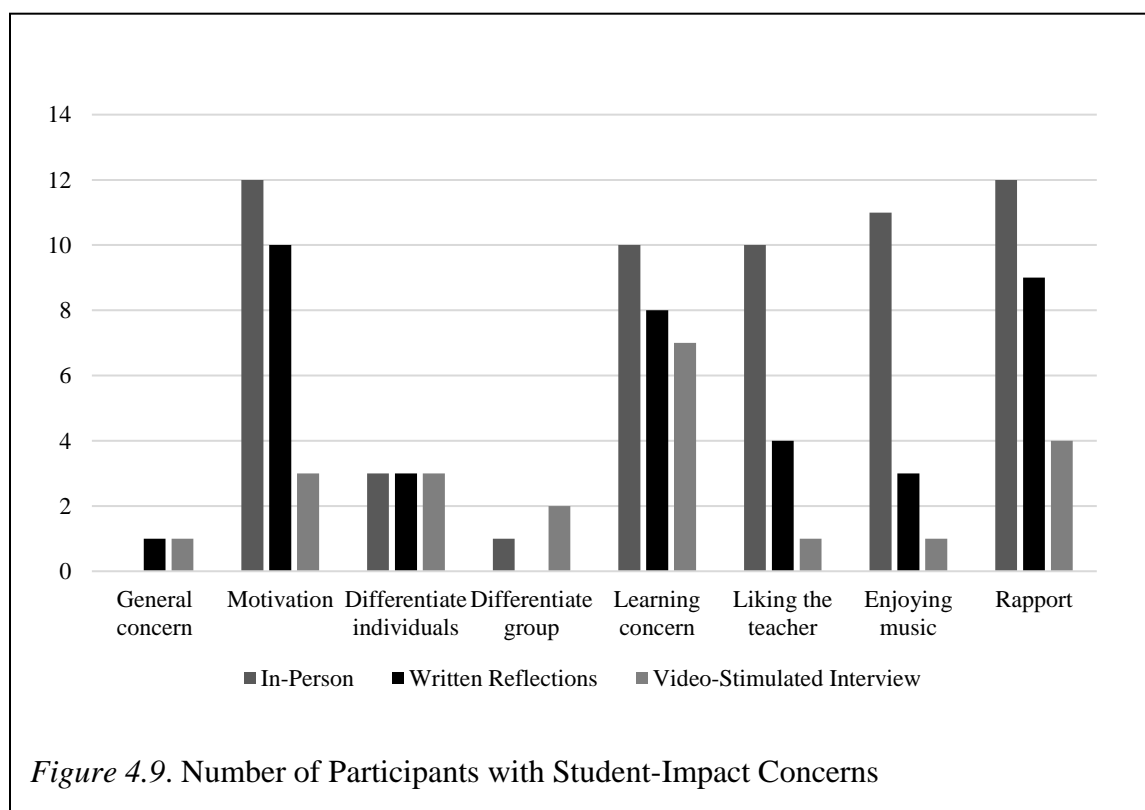
Note. *Frequency (n)* is the number of individuals out of 12 participants who exhibited a concern. *Sum (#)* is the number of concern codes tabulated overall and does not differentiate as to whether many concerns were expressed by one person or by many. S = student-impact.

SDg: I had a class with 22 boys and seven girls, which was interesting. I felt it would have been a lot easier if it was just boys because you must give the girls attention too and teach them their part, so the boys were bored. I would give them things to do but that only works for so long (I)

S: We had a meeting the morning after the closure with all the teachers and administrators to discuss how we were supposed to talk to kids about the closure and the events that precipitated it (threat of school shooter)...We were encouraged to answer student questions factually and with brevity, and never to speculate if asked something we didn't know. So, when a 1st grader raised her hand at lunch on Thursday and asked me why school was canceled yesterday, and when her classmates at the table started chiming in with comments like "yeah, that was weird!" and turning to look at me expectantly, I didn't feel like I could answer factually and with brevity. I didn't feel like it was my place to tell these kids I barely know anything about what happened. Which is why I answered, "Oh, it's a long story! You can ask your parents," and then I walked away. (WR)

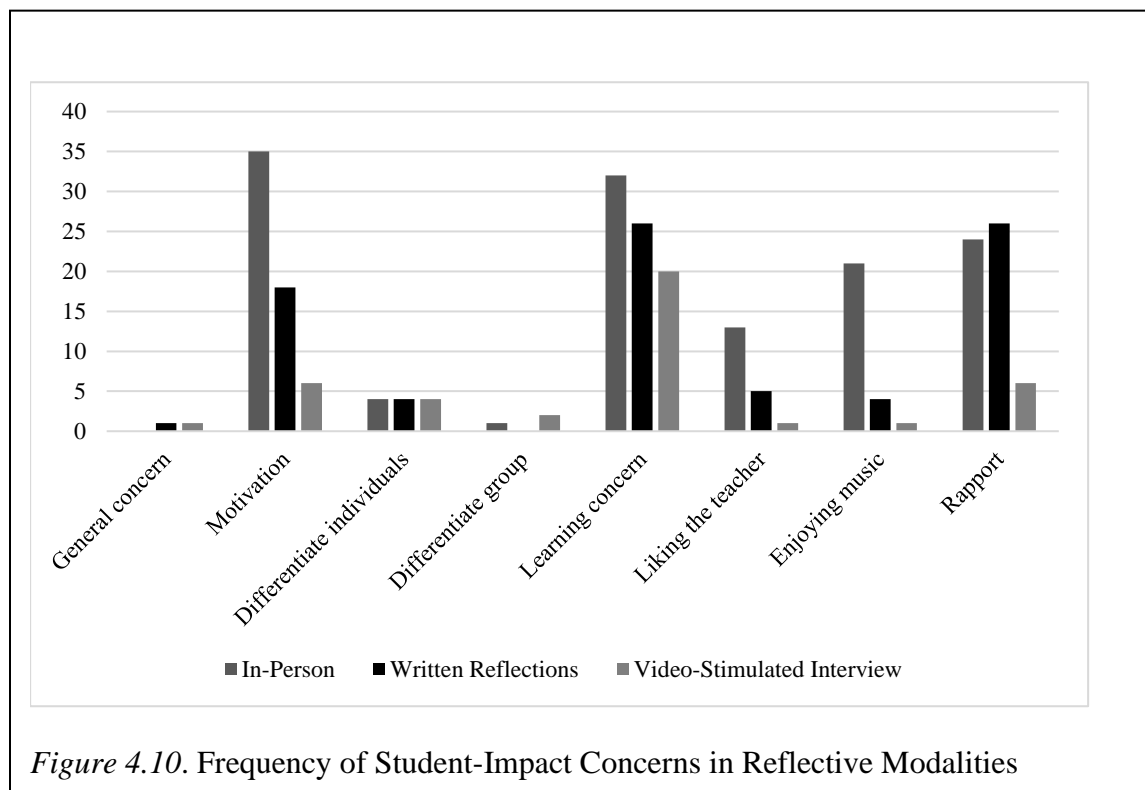
Figure 4.8. Student-Impact Concern Examples. *Note:* I = in-person interview; WR = written reflections; VSR = video-stimulated recall interview.

There were two instances where all participants referenced a student-impact concern within the same reflective style, which was student motivation and student rapport during the in-person interviews. Other areas of concern that were discussed during the in-person interviews, which the majority were concerned were student learning, student liking the teacher, and student enjoying music class. In the written reflections, three categories concerned many of the participants: student motivation, student learning, and student rapport. There was only one area of concern during the video-stimulated recall interview that concerned over half of the participants, which was student learning, as seen in Figure 4.9.



There were a few areas of concern that were mentioned somewhat frequently throughout each of the reflective styles. During the in-person interviews, student

motivation and student learning were areas of concern for several participants. Student learning and student rapport were mentioned frequently during the written reflections, whereas, student learning was often mentioned during the video-stimulated recall interview, which can be seen in Figure 4.10.



Individual Participants' Results

Each of the participants had varying levels of concerns throughout the student teaching process (Table 4.5). For eleven of the twelve participants, the self concerns were seen the most during the in-person interviews, whereas seven of the twelve participants showed the most concerns of task in the written reflections. Eight of the participants showed the most student-impact concerns within the in-person interviews. Although each of the participants had a different distribution of concerns throughout the study, there

were some common concerns mentioned by the participants, and these became overarching themes in my subsequent analysis.

Table 4.5

Total Concerns for Participants Across Different Reflective Modalities

	In-Person Interviews	Written Reflections	Video-Stimulated Interview
Gina			
Self	9	9	2
Task	10	25	8
Student	6	12	3
Chrisnel			
Self	6	-	-
Task	25	11	2
Student	7	5	0
Eddie			
Self	11	8	-
Task	7	31	9
Student	19	8	-
Javier			
Self	14	6	4
Task	10	8	25
Student	15	-	4
Meryle			
Self	18	26	2
Task	13	15	6
Student	8	9	4
Elizabeth			
Self	11	9	2
Task	12	25	2
Student	9	18	5
Katarina			
Self	8	2	2
Task	14	9	25
Student	10	3	-
Josh			
Self	16	12	-
Task	7	7	7
Student	6	4	-
Rachel			
Self	10	1	5
Task	12	20	16
Student	16	3	7
Edwin			
Self	17	12	2
Task	7	16	14
Student	16	12	2
Angelique			
Self	11	6	6
Task	8	17	34
Student	8	7	13
Amy			
Self	6	2	3
Task	10	4	13
Student	10	3	3

Individual Self Concern Themes

Within each of the reflective practices, there were areas of general concern that were expressed by the participants. Some of the most prevalent was the anxiety of job searching, feeling unsure of their abilities in their field, being alone in their future placement, and the community/environment they will begin working. Participant Josh went into an in-depth discussion during the exit interview regarding his thoughts about different music classes:

I'm worried about the curriculum and things as far as what constitutes a music class and what constitutes a successful music class. Is piano class a successful music class if they only get through Book One? Is that as successful as a competitive marching band? I'd like to think that every music class could be as enriching and fulfilling as another, but there's different kinds of music. There's a lot of growing of non-traditional music classes, and that is just one thing I am worried about.

Another area of self concern that was expressed by the participants was creating and maintaining a good rapport with the fellow faculty members and administration in the building (e.g., "I hope to have admin who are supportive of me and my music program"). During a discussion between a cooperating teacher and some fellow faculty, Meryle happened to join in a conversation that pertained to their colleagues' thoughts about students at the school. The discussion related to two students, who began in the school at the same time, but were having two different experiences in the educational environment. One of the teachers observed that one student is struggling due to a lack of

motivation on their part. Meryle then described her thoughts on the situation in her introductory interview about a previous practicum placement:

Do you know what those kids' lives are like at home? Do you know what those kids are struggling with? Just because it's not happening in the school doesn't mean it's not something else. They are only here 8 hours a day; there is 16 hours they are not in school. And then you have summer and weekends. Most of their lives are not spent in the classroom, and you need to be sensitive to that. It really stuck with me. Why did you go into education if you have such a negative view towards students? That will be my sign: if I'm 30 years into the profession and I'm starting to say things like that, maybe it is time for a change.

Other participants had concerns about the culture and environment they would be working in and were unsure how they would handle certain situations if they arose in their teaching placement. Eddie discussed one of these situations during his exit interview:

My biggest concern, actually, is having a principal, a school board, a community that supports what I do and part of that will rely on my interactions with them and my relationship with them, but sometimes you walk into a situation where they may have seemed supportive in the job interview, but when it comes to the actual school year, they're not as supportive as you thought they were going to be. Maybe they kick you out of your rehearsal space, or they schedule other activities over your rehearsals. It's something I'm kind of afraid of because I feel like I hear stories of this happening somewhat regularly.

Other participants felt unsure about their direction in the field of music. The degree program for this university, like others across the country, is to prepare a student for licensure in their state. Many of those licenses are K-12 music, which certifies that the teacher can teach any music genre at any grade level. This topic was a concern of Javier's that was discussed during his exit interview as well:

Part of the nature of this degree we tend to pigeonhole ourselves into band, orchestra, elementary choir, but the reality of it is I could end up teaching elementary. That kind of concerns me. My student teaching was all instrumental, and I could end up teaching choir. That being said, I don't know how changing student teaching could make a difference, that's just the problem with the degree in general. I tried to focus more on the orchestra side, but I also had a lot of band background. So, I tried to keep up both, which is tough. I couldn't do marching band and orchestra at the same time, but I probably could have benefited from doing both.

Individual Task Concern Themes

The data reflected, there was an extensive amount of task concerns that the participants had throughout the student teaching experience. The majority were about the actual tasks within the classroom, such as conducting, rehearsals, and planning. One area of tasks that was discussed by some of the participants was the administrative tasks of teaching, such as grades, budgets, and program flyers. Elizabeth discussed budgeting during her exit interview, saying, "that's not something I worked a lot with, and even though my current placement, I don't really have a limited budget. I'm just really scared

that I'm going to forget something or overlook something." Katarina also discussed the administrative work of teachers during her exit interview:

I think in any student teaching placement, you're not going to know what it's like to be a teacher, because you don't do everything as far as planning activities and paperwork and emails and that's just things student teachers don't deal with, that's what the cooperating teachers do while you're teaching. Not always, but I think that's a way for them to get caught up, and that's just something I have no idea about.

Individual Student-Impact Concern Themes

Two themes were discussed by the participants in student-impact concerns, namely, connection to real-life and issues students face in the world today. Elizabeth had the opportunity to teach ukulele to her students in her student teaching placement. During the video stimulated interview, she discussed how her cooperating teacher steers away from the standard elementary instrument of recorder because it was not a lifelong instrument, while ukulele is. Although she was still unsure of what curriculum she wants for her students, she enjoyed the idea of teaching an instrument to a student that they could continue later in life. Meryle, on the other hand, had a different experience regarding the impact of students (one that many student teachers discussed during the interviews), school shootings, and district preparedness for emergencies. During her weekly reflections, Meryle discussed how her school handled a day where the schools needed to be closed the day before due to a threat to the school. She explained what the school wanted the teachers to do if the students begin talking about the situation. They were encouraged to give the students the facts, but with brevity and never speculate if

asked something that they did not know. She then discussed how thoughts of how one person's actions can impact so many students' lives:

My school and every one of the over 1,000 schools that closed on Wednesday is safe. But in the wake of that canceled day, I was left with so many feelings and so many questions. I am so angry that I live in a country where the right of one woman to hop off a plane and immediately buy a gun in a state that's not her own trumps the rights of hundreds of thousands of students' rights to go to school. I am furious that many of the children in my school, who rely on free school breakfasts and lunches, may well have gone hungry until dinner time that day. And I'm so sad that, as a result of that cancellation and of the dozens (hundreds?) of school shootings this country has seen over the past two decades, there are children, teachers, and staff who do not feel safe in their schools.

Although there is a general pattern of concern trends from the collection of data, the amount and variation of the concerns varied individually according to factors such as their placements, interactions with students and peers, and the context in which they were teaching. Some progressed into having more student-impact concerns over self and task over the student teaching placement. Those that did not have an increase of student-impact concerns was able to show growth throughout the study still.

Individual Participant Synopses

The participants each had a different experience that led them through the Fuller and Bown (1975) three-level concerns model. The goal of the model is to have an increase in student-impact concerns as the teacher grows with experience. Their progression through the model is shown from the analysis of the introduction, video-

stimulated, and exit interviews and the summary of codes on their report (Appendix H). Each of the tables below will give the individual breakdown of the participant and the number of concerns for each reflective modality. The table shows what concerns were brought to the participant's attention from the reflective style. Each participant will then be followed with a progression model to explain the concern changes from the beginning to end of the student teaching experience. Using the three interviews as a timeline, we can see how the participants progressed through the Fuller and Bown (1975) concern model.

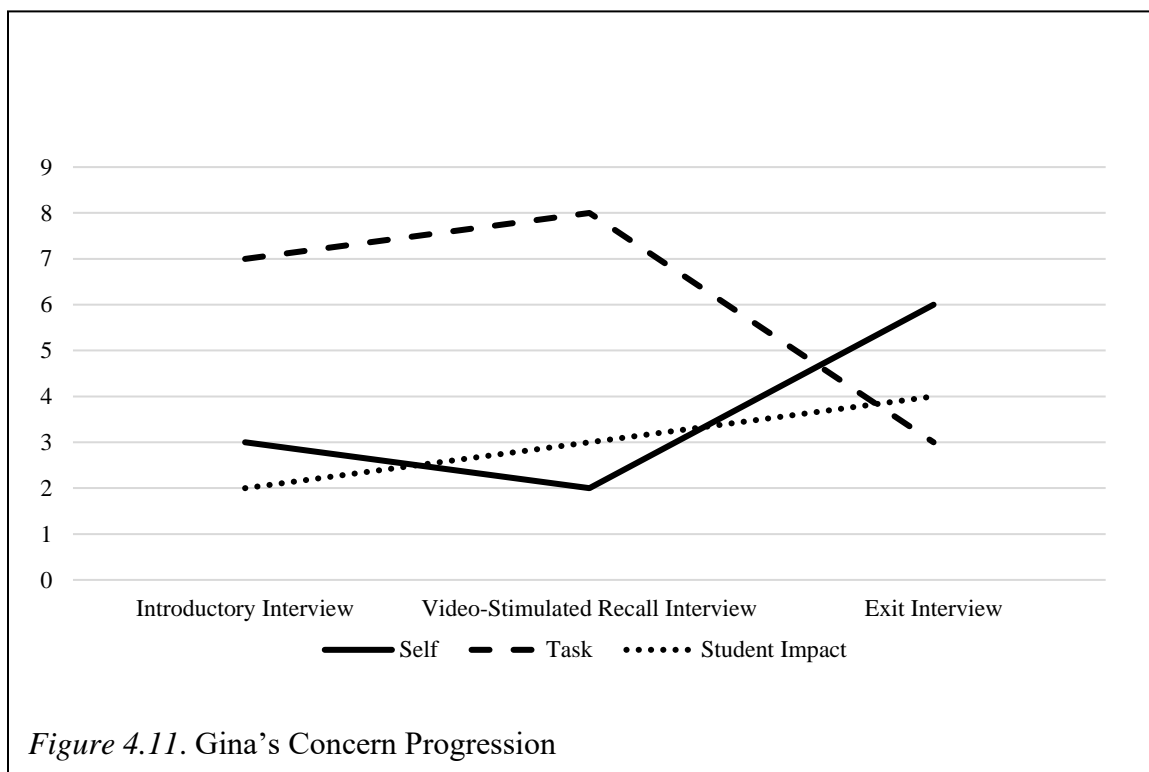
Gina

Gina's total number of task concerns was generally more than her concerns of self and student-impact throughout the three types of reflective styles, especially during the written reflections. The concerns for herself were equal during the in-person interviews and written reflections. Then there was a drastic decrease during the video-stimulated recall interview. Although the student-impact concerns were not the same during the in-person interviews and written reflections, there was a shift in the number of student-impact concerns during the video stimulated interviews. This observation is evident in the total number of comments for each category throughout each of the reflective practices, which can be seen in Table 4.6.

Table 4.6

Total Concerns for Gina Across Different Reflective Modalities

	In-Person Interviews	Written Reflections	Video-Stimulated Interview
Gina			
Self	9	9	2
Task	10	25	8
Student	6	12	3



Gina's distribution of concerns fits the Fuller and Bown (1975) model of concerns, as seen in Figure 4.11. The number of student-impact concerns in Gina's exit interview steadily increased throughout the student teaching placement. Also, as indicated in the number of task concerns in the exit interview, there is a drastic shift to falling below both self and student-impact concerns. Gina's exit interview seemed to focus on personal characteristics (e.g., "I am a little bit concerned about the community I am going to be teaching in") because of adjusting to her full-time teaching placement after student teaching. This focus on the self may have been a result of the internship itself, as illustrated in her exit interview:

In my next position, I am going to be doing the orchestra. I did do middle school orchestra, but I have no experience with the high school orchestra. I know fundamentals and basic things, but more advanced techniques and musical

pedagogy with strings will be difficult for me. And just being a first-year teacher in general. I don't want anyone else's opinion to poison my opinion so early, but I have been talking to some other people from the past, and they have had three teachers in four years, so I am worried about the transition going into there.

Gina's growth across the experience was evident in the addition of new student-impact concerns. During the written reflections, Gina focused on ways of motivating her students (i.e., "I hope to find ways to motivate my future students when they are having off days") while she commented on finding a balance between building students up to motivate them and being constructive to drive them. New self (e.g., rapport, authority) and task (e.g., feedback, planning) concerns also surfaced during student teaching. Gina also had concerns related to her personality, which was evident throughout the placement.

Overall, Gina might be characterized as task-oriented, with an equal amount of focus on both self and student concerns. While Gina did not display an overall shift toward more student concerns over self and task concerns, the addition of new concerns during student teaching in all categories indicated progression through the Fuller and Bown (1975) model of concerns.

Chrisnel

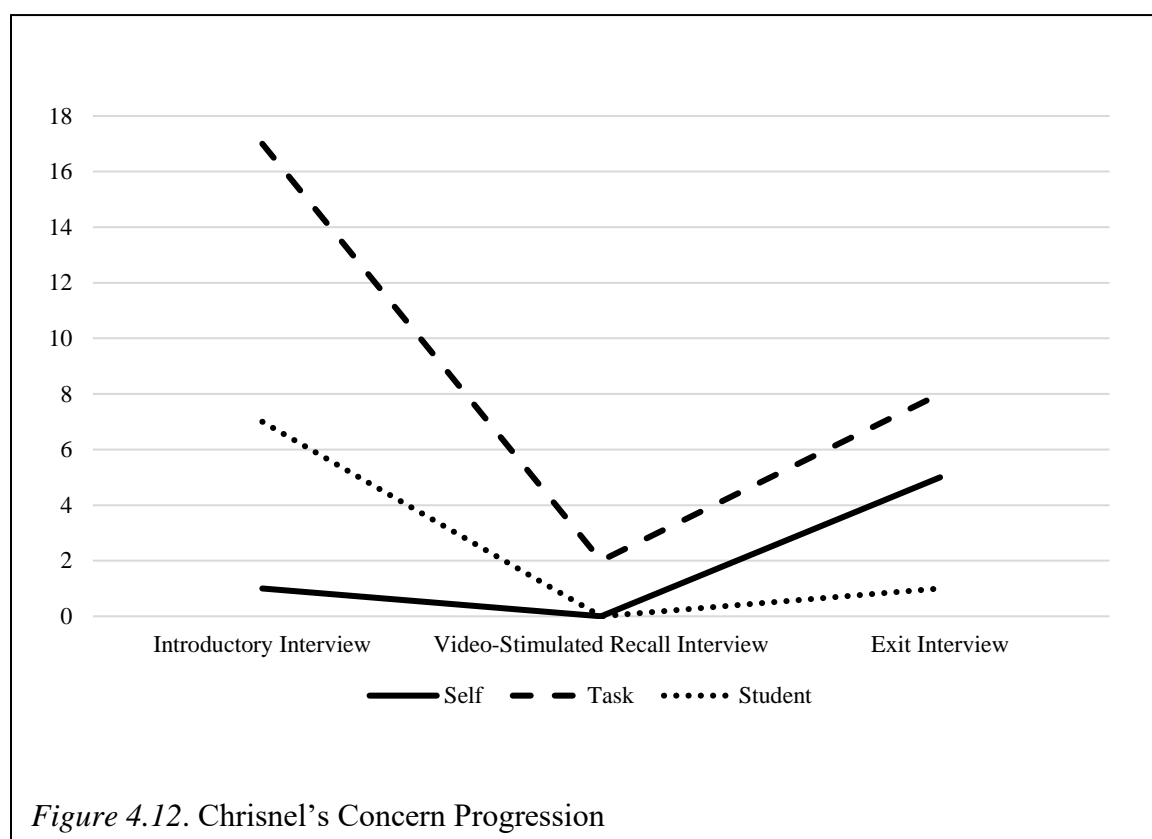
Chrisnel shows progression through the concerns model, as indicated by the number of student-impact concerns and the low number of self concerns within the different reflective styles (Table 4.7). While task (e.g., classroom management, goals) and student-impact concerns (e.g., student rapport, students enjoying music) were

consistent across most of the student teaching experience, new concerns emerged, including four self (e.g., organization, rapport, indecision, peer/colleague interaction) concerns.

Table 4.7

Total Concerns for Chrisnel Across Different Reflective Modalities

	In-Person Interviews	Written Reflections	Video Stimulated Interview
Chrisnel			
Self	6	-	-
Task	25	11	2
Student	7	5	-



Chrisnel showed an increase in student-impact concerns going into the Exit Interview at the end of the student teaching process, which is consistent with the progression of the model of concerns. Figure 4.12 shows that he also had increases in both self and task concerns going into the end of the student teaching experience. This increase of student-impact concerns was also noticeable during the weekly reflections (e.g., “The teacher tried to stay out of the way and let me completely take over the choir, and several students took advantage of me as a student-teacher taking the podium”) and continued throughout the end of the placement when Chrisnel would describe his concerns moving beyond student teaching:

I was not set in terms of different types of classroom management. You must deal with a different type of administration. Also, the nuances in terms of, such as we had a large group contest that I had to chaperone and deal with that stuff. Mostly, the non-music things, the non-instructional, organizing like how we get on the bus, also, keeping kids quiet on the bus. That mostly comes with the experience of teaching.

Overall, Chrisnel’s progression had an increase in all areas of concern, which does not match the sequence of the model, due to there not being a decrease in the self and task concerns. Noticeably, there was a more significant concern of student-impact over the concerns of himself at the beginning of the student teaching, whereas, there was more concern for himself over the student-impact during the end of the program. Chrisnel’s concerns do focus the most on tasks throughout the placement while keeping a comparable amount of focus on both self and student concerns.

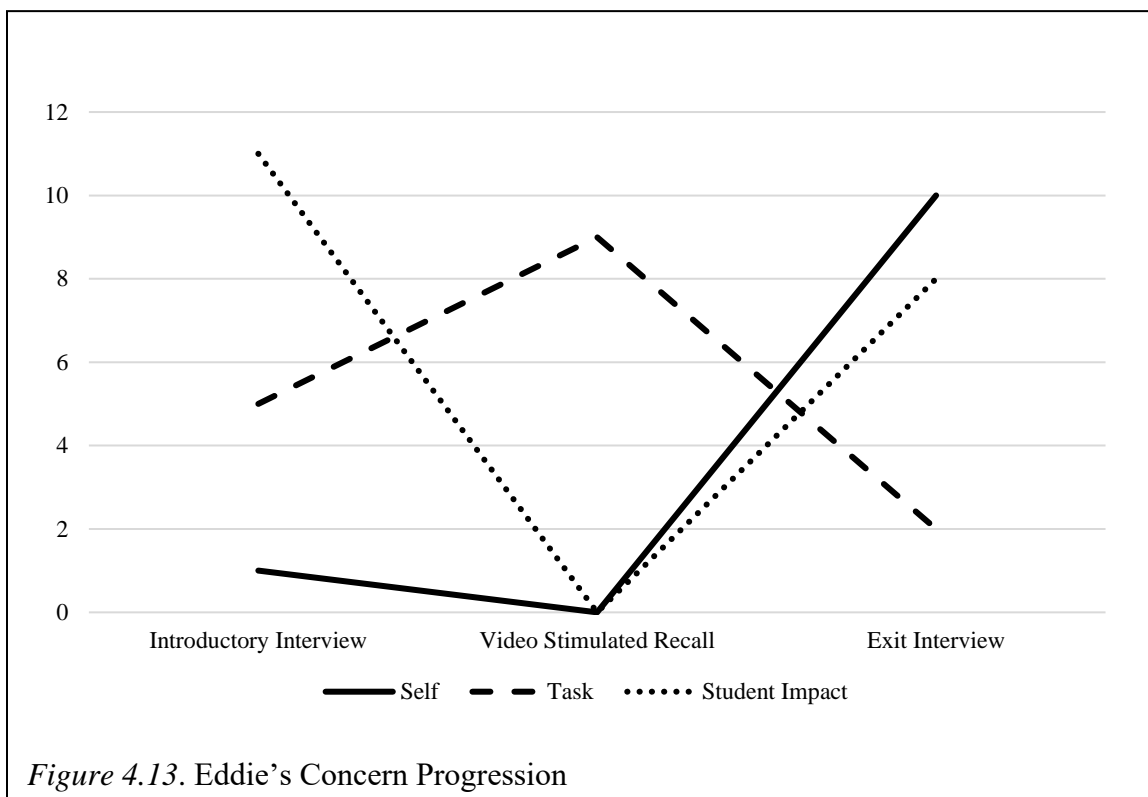
Eddie

Eddie's concerns of student-impact are most significant during the in-person interviews, and drastically decreases in the other reflective modalities (Table 4.8). While self (personality), task (rehearsing, classroom management, planning), and student (motivation, learning) concerns were consistent across the student teaching placement, new concerns emerged including three self (organization, identity, rapport), three tasks (repertoire, knowledge, error detection), and student-impact (students liking the teacher) concerns.

Table 4.8

Total Concerns for Eddie Across Different Reflective Modalities

	In-Person Interviews	Written Reflections	Video Stimulated Interview
Eddie			
Self	11	8	-
Task	7	31	9
Student	19	8	-



Eddie displayed a forward progression about his concerns, which sometimes included an overlap between concern categories (Figure 4.13). This overlap originated during the written reflections (e.g., “Through self-reflection, I have become aware that I need to prepare my lessons more and figure out more ways to explain concepts to students”) and continued throughout the placement when Eddie voiced his concerns during his exit interview:

The teacher I see myself as one that's trying to put the content out there and expose students to it and hope that I make the connection. Give them something to be passionate about. So, I kind of see myself as a guiding force. I'm showing the students this activity, they might click with and can really benefit them. Just enjoying music and hopefully giving them skills to succeed in other ways.

Overall, Eddie's trajectory of having more student-impact concerns matches the progression of the model of concerns, even though there was also an increase in self concerns as Eddie contemplated moving toward accepting a full-time teaching position. This focus on how his teaching will impact his students is showing signs of growth as a teacher in the Fuller and Bown (1975) model.

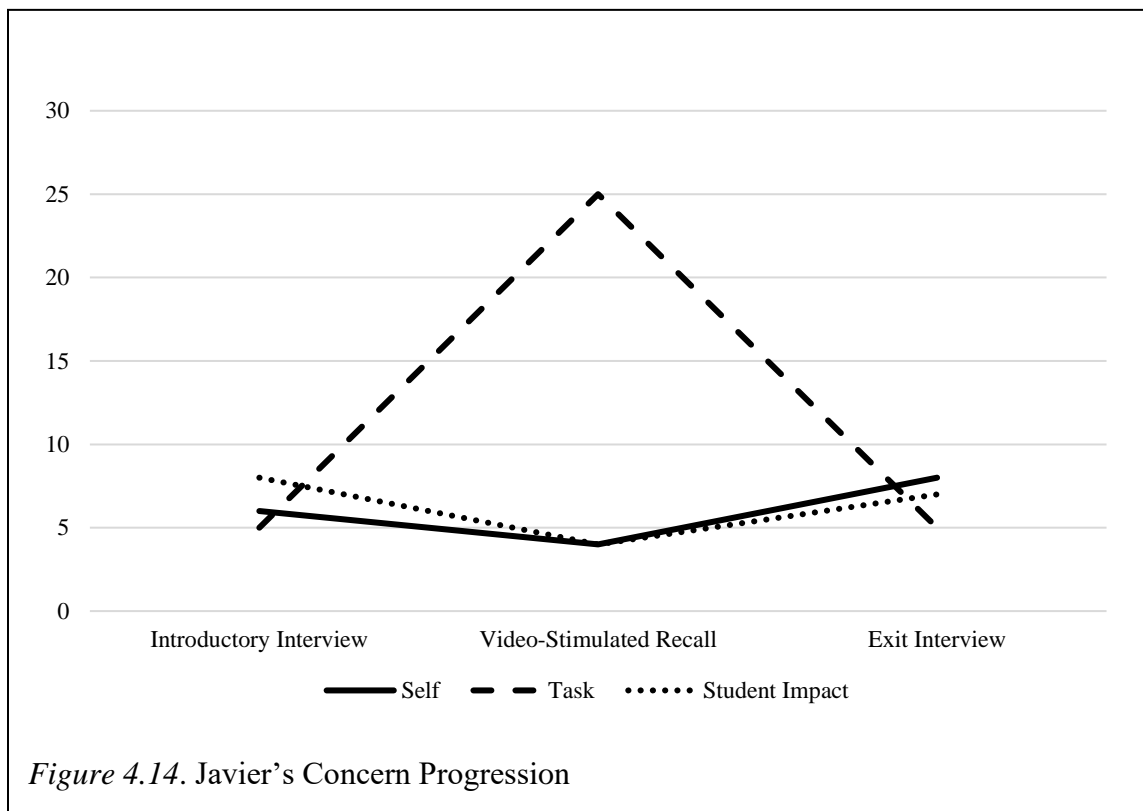
Javier

Javier's distribution of concerns between the three different reflective modalities shows a distinct difference from other participants during the video-stimulated recall interviews. Javier was one of three participants that shows a significant increase in task concerns during this reflective modality, which can be seen in Table 4.9. In all reflective forms, except the in-person interviews, the number of student comments in Javier's transcriptions and written reflections decreased over the semester and was less than the totals of both the self and task concerns.

Table 4.9

Total Concerns for Javier Across Different Reflective Modalities

	In-Person Interviews	Written Reflections	Video Stimulated Interview
Javier			
Self	14	6	4
Task	10	8	25
Student	15	-	4



The increase in task concerns during the video-stimulated recall interview can be seen again in Figure 4.14. Though there was a decrease of self and student-impact concerns during the video-stimulated recall interview, there was an increase of these concerns going into the exit interview. Javier's exit interview seemed to focus on personal characteristics (e.g., "What worries me is my ability to plan for a year. Like, we're talking about marching band stuff in November already here.") as a result of the preparations his cooperating teachers were making for the following school year. This focus on the self may come from the struggles in finding his teacher identity/personality in his future teaching position:

What I want is for my students to see that I'm passionate about getting things done. Part of where my own self-confidence crumbles is in my own ability of just

practical information. I wish that they would see me as knowledgeable about my subject and confident. I was feeling very confident in my first placement, but this placement, it has been a little more of a struggle and on top of trying to apply for jobs to be having to put everything out there.

Javier consistently had specific concerns throughout his student teaching placement, including self (personality, identity), task (classroom management), and student-impact (motivation, learning, rapport) categories. Javier's concerns related to self (communication), task (knowledge, time, feedback, rehearsing, conducting, error detection, planning), and student-impact (differentiate group, liking the teacher, enjoyment of music) emerged during the placement.

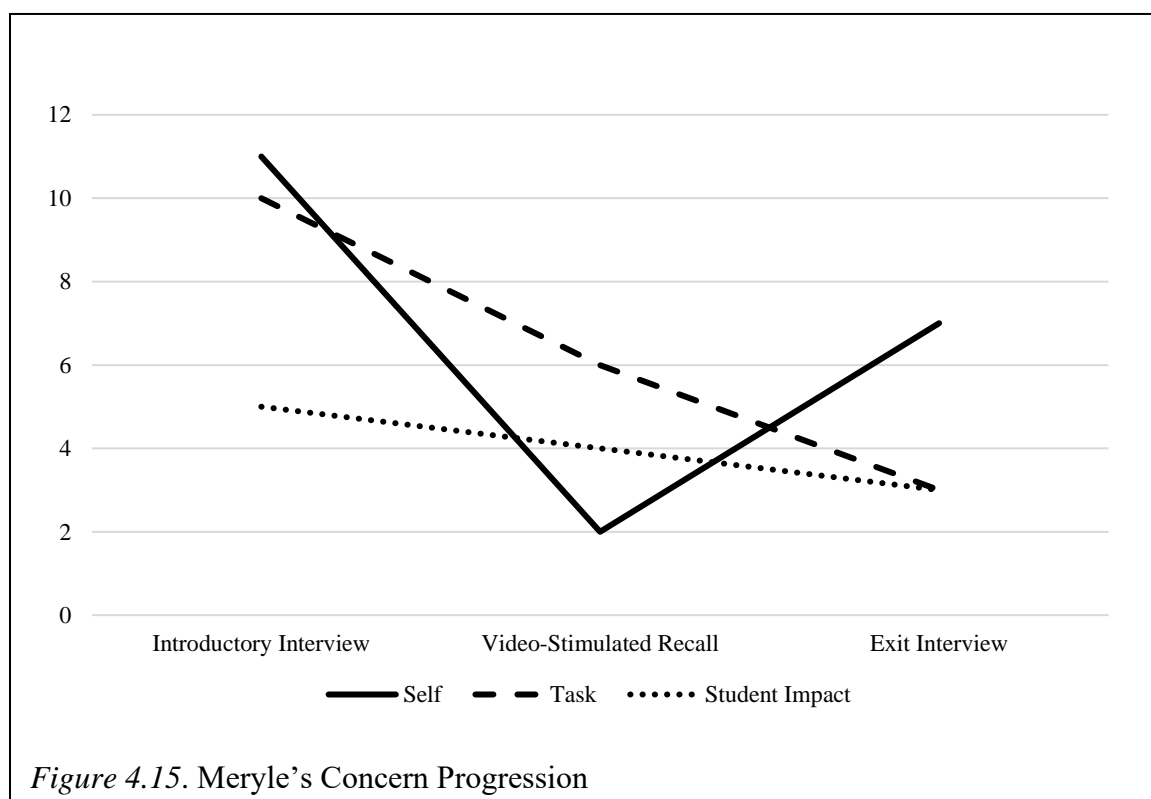
Overall, Javier might also be characterized as task-oriented, with an equivalent amount of focus on both self and student concerns. While Javier did not display an overall shift toward more student concerns throughout the student teaching experience, the addition of new concerns during student teaching in all categories indicated a forward progression through the concerns model.

Meryle

Meryle shows a minimal number of student-impact concerns throughout the three reflective modalities (Table 4.10). While self (identity, adapting), task (classroom management, planning), and student-impact (learning) concerns were consistent across the experience, new concerns emerged including four self (communication, rapport, indecision, evaluation), three tasks (knowledge, student group/size configuration, rehearsing), and four student (general concern, motivation, differentiate group, students liking the teacher) concerns.

Table 4.10*Total Concerns for Meryle Across Different Reflective Modalities*

	In-Person Interviews	Written Reflections	Video Stimulated Interview
Meryle			
Self	18	26	2
Task	13	15	6
Student	8	9	4



Meryle had a decrease in student-impact and task concerns while concerns about herself as a teacher climbed during the end of the student teaching placement and causing an overlap of the concerns (Figure 4.15). This overlap originated during the introductory interview (e.g., “I am more and more aware of how little I know. And how much less prepared I am to be my dream version of myself that I thought I was”) and continued

throughout the student teaching process when Meryle would describe her comfort in a category by describing a scene after a performance:

Teaching music is hard and sometimes thankless work. This week, my second cooperating teacher put on a performance that featured nearly 100 students. Aside from some prepared remarks by the principal, only one person - a fellow teacher whose students didn't even appear in the performance – took the time to thank or compliment my CT. Not one specialist colleague, involved teacher, administrator, or parent bothered to tell her that she did a good job. And that's an important thing to be prepared for in my own teaching career. No matter how hard I work to put on a program or a concert, I may head home at the end of the night without having received any external acknowledgment of how well the students performed or how much of myself I gave to the performance. I hope that I will be strong enough not to take that personally. I hope I will be confident enough, in both my students' performance and in the work, I did to get them there, to still feel proud.

Overall, Meryle's trajectory from fewer student-impact and task concerns and more self concerns does not follow the progression within the concerns model. However, it should be noted that the increase in self concerns began as Meryle moved toward her full-time teaching placement at the end of the semester. Unlike her peers, Meryle has a delicate balance of the three concerns which places her in the early stages of the concerns model.

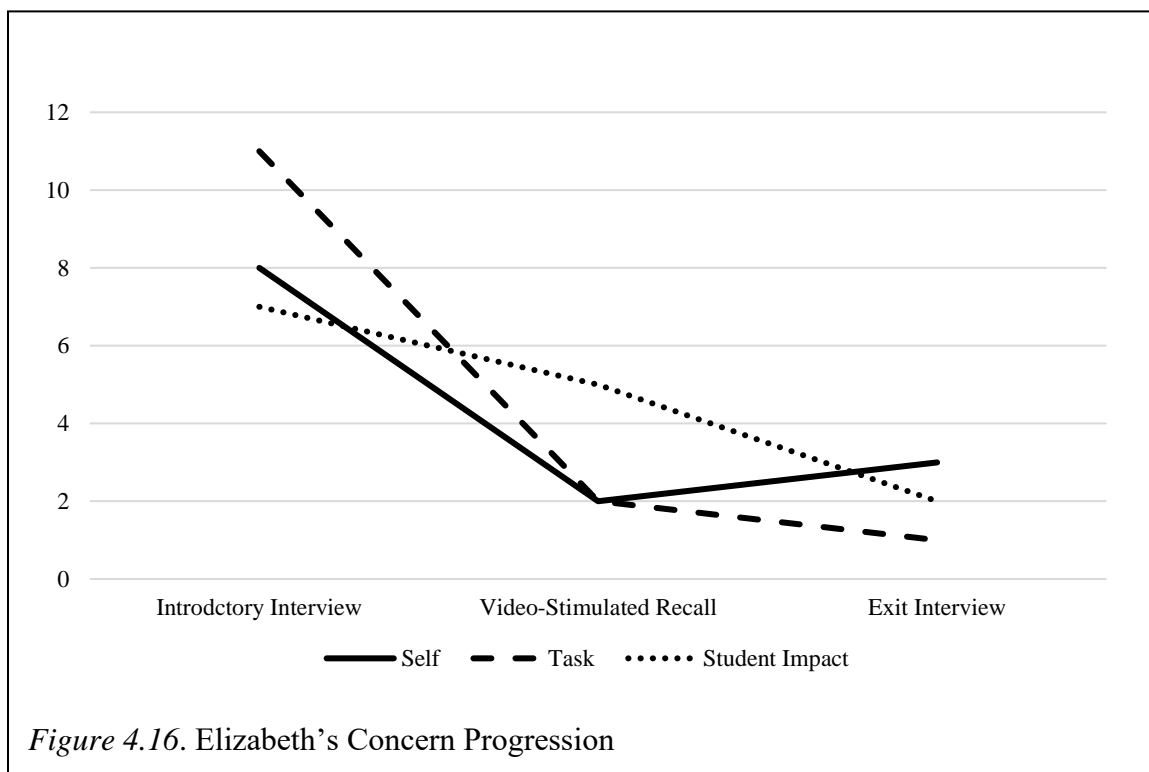
Elizabeth

Elizabeth showed a significant increase in the student-impact concerns in her written reflections. She also showed more student-impact concern over self and task concerns during the video-stimulated recall interview (Table 4.11). While particular self (organization, indecision), task (rehearsing, pacing, planning, student ability level), and student (motivation, differentiate individuals, learning, rapport) concerns were consistent across the student teaching experience, new concerns emerged including two self (identity, adapting), three task (knowledge, time, error detection), and student (students liking the teacher).

Table 4.11

Total Concerns for Elizabeth Across Different Reflective Modalities

	In-Person Interviews	Written Reflections	Video Stimulated Interview
Elizabeth			
Self	11	9	2
Task	12	25	2
Student	9	18	5



Elizabeth had many shifts in her concern trajectories, which sometimes included an overlap between concern categories (e.g., “There were just times that I felt super overwhelmed by the kids. They (students) had just gotten out of testing, and I felt there was nothing I could do to calm them down. I had to leave the room and have my cooperating teacher take over.”) (Figure 4.16). In one of Elizabeth’s final reflections, comments began to combine all the categories:

My plans for this week was that every grade level, but kinder, was going to compose their own song using varied rhythms. This generally went well with the older grades because they have learned how to cooperate with each other. This particular day with first grade, there were a lot of issues. This particular class could not agree on anything, and they were constantly screaming at each other. I intervened and decided on rhythms for them because they literally would not stop

yelling. Then there were issues of other kids touching each other in ways that they should not. This interrupted all of class, and I had to send those down to the principal's office. The rest of the lesson, I ended up canceling, and we sat in a circle in front. Instead of finishing our lesson, we talked about what it means to be nice to our friends and how to work as a team. There were many upset kids, but this had to be done.

Elizabeth's trajectory of a decrease in all areas of concerns was negative within the concerns model. Like some of her colleagues, there was a slight increase in self concerns near the end of the student teaching placement. Like Meryle, Elizabeth has a balanced view when it comes to the three concern categories.

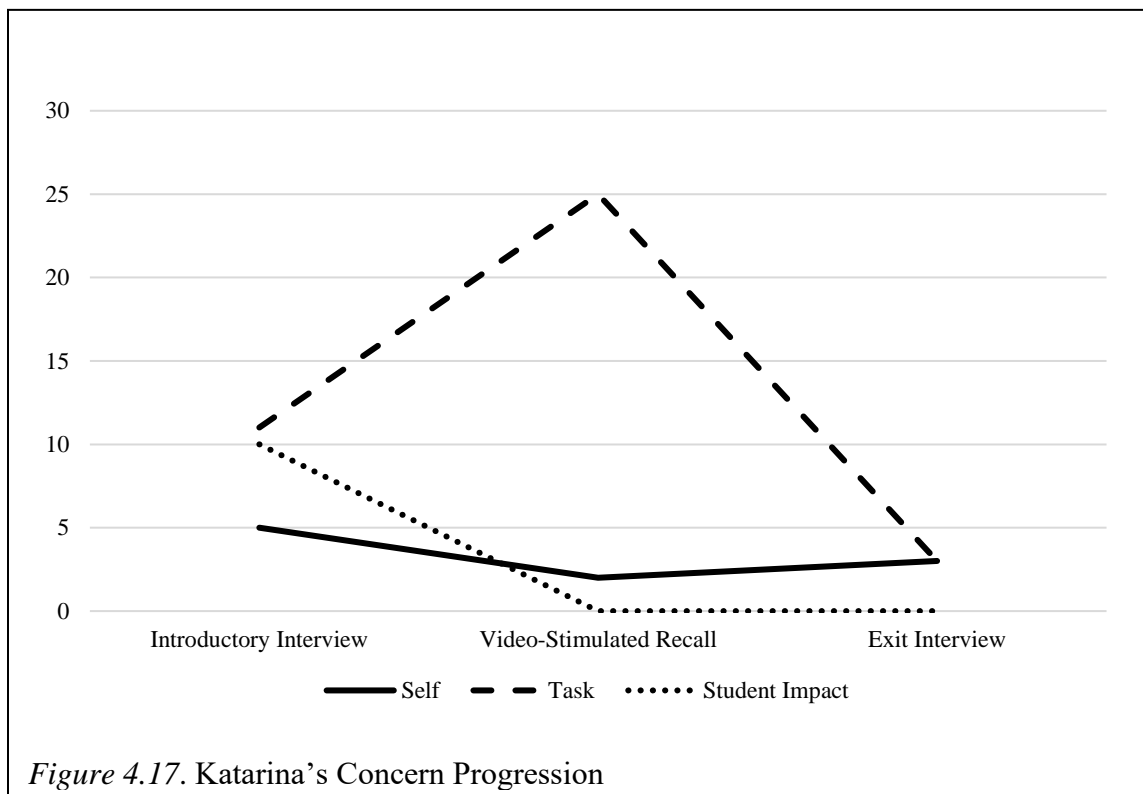
Katarina

Katarina was one of the three participants that shows a noteworthy amount of task concerns during the video-stimulated recall interview, as seen in Table 4.12. While self (personality), task (repertoire, classroom management, planning), and student-impact (motivation) concerns were consistent across the student teaching experience, new concerns emerged including two self (indecision, evaluation), six tasks (general, knowledge, rehearsing, pacing, error detection, long-range planning), and one student-impact (differentiate individual) concerns.

Table 4.12

Total Concerns for Katarina Across Different Reflective Modalities

	In-Person Interviews	Written Reflections	Video Stimulated Interview
Katarina			
Self	8	2	2
Task	14	9	25
Student	10	3	-



Katarina does not show a progression through the model of concerns, as seen in the lack of student-impact concerns and had an increase of self concerns that created an overlap from the beginning to the end of the student teaching placement (Figure 4.17). This overlap originated during the introductory interview (e.g., “It’s always better to sit down and look at your score and know exactly what you are preparing that day teaching, it goes so smoothly because if you don’t’ seem like you know, then the kids are going to be like no credibility. That is something I’ve learned, I need to be, especially here, I’m starting to dive into it, and I don’t know their music, and I think they can tell.”) and continued throughout the end of the placement when Katarina would describe her concerns moving beyond student teaching:

I think it goes across all ages, but I think the biggest thing of like, I want to be a caring teacher. If the kids feel that you care about them and want to know about them and not just see them as students, it really helps that relationship, which helps classroom management, which helps with the respect between the two. So, I think the biggest thing I want to bring forward is showing my care and my passion for them (students) and the music.

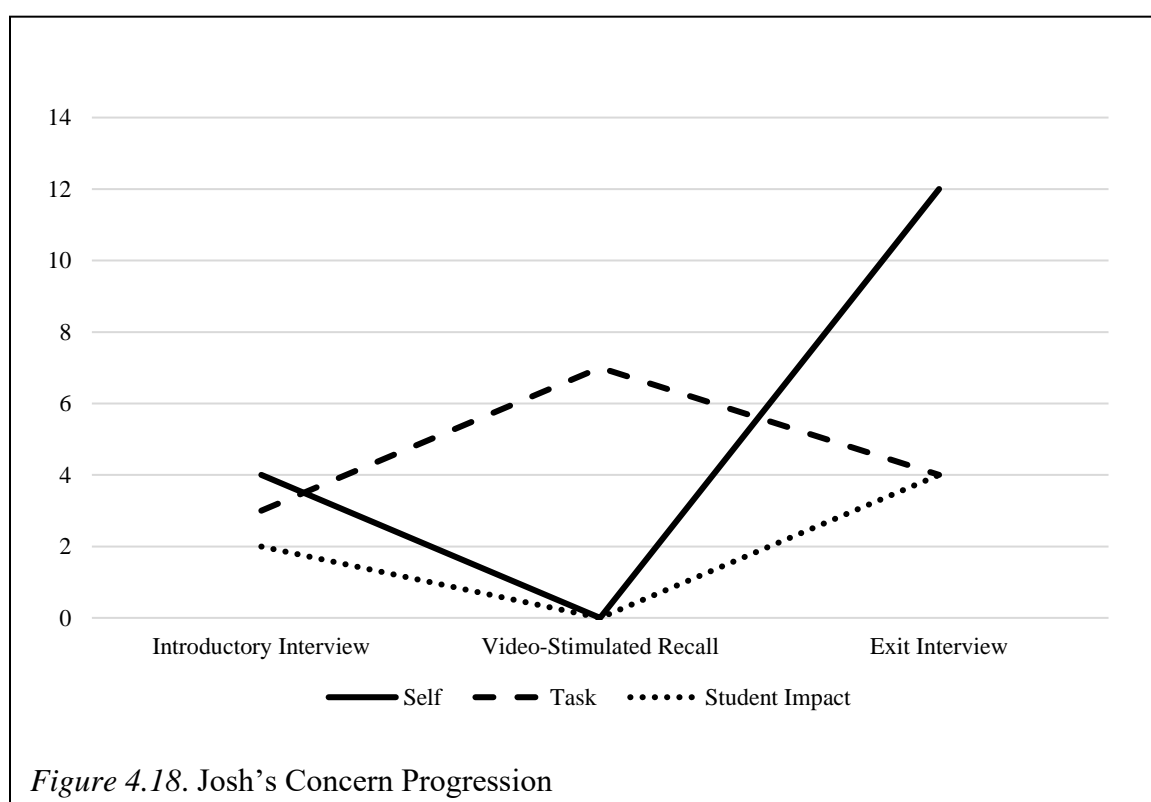
Overall, Katarina's trajectory had an increase in self concerns while decreasing task and student-impact concerns, which could be viewed as not conforming to the Fuller and Bown (1975) model of concerns. Katarina can be characterized as a task-oriented teacher, with a close relation of focus on both self and student concerns.

Josh

Josh shows a concern of self throughout the in-person and written reflections, but only task concerns were present during the video-stimulated recall interview (Table 4.13). While particular self (identity), task (repertoire, classroom management, planning), and student (motivation) concerns were consistent across the student teaching placement, new concerns emerged including seven self (general, communication, rapport, indecision, personality, musicianship, authority), five task (knowledge, rehearsing, pacing, error detection, long-range planning), and three student (learning, students enjoying music, rapport) concerns.

Table 4.13*Total Concerns for Josh Across Different Reflective Modalities*

	In-Person Interviews	Written Reflections	Video Stimulated Interview
Josh			
Self	16	12	-
Task	7	7	7
Student	6	4	-



Josh shows a progression through the model of concerns near the end of the student teaching placement by his drastic increase of student-impact concerns during the exit interview, as seen in Figure 4.18. The progression of the three concerns creates an overlap throughout the student teaching placement. This overlap originated during the written reflections:

One of the thoughts this week at my first placement has been about the quality of music classes and what constitutes a quality music experience for the student. I think that all music classes should be given the substance to be a worthwhile endeavor and not just a filler, or a supplement to another course. For some students, that might be their only music experience, and it is the duty of the teacher to make that fulfilling.

and continued throughout the placement when Josh voiced his concerns during his final reflection:

I want students to be engaged and rather go to class instead of ditch it. Making the little time I have with the kids enjoyable for them is one of my biggest goals while I work on them with my piece. I think that is a good way to develop a sense of flow for the classroom, because by the time that I am tired of working on my piece, or I am not sure how to continue with music, the same could probably be said for the students.

Overall, Josh's trajectory to more significant student concerns was positive; it should be noted that there was an increase in self concerns as Josh contemplated moving toward accepting a full-time teaching position. Unlike his colleagues, Josh overall was self and task-oriented, with a comparable amount of focus on student-impact concerns.

Rachel

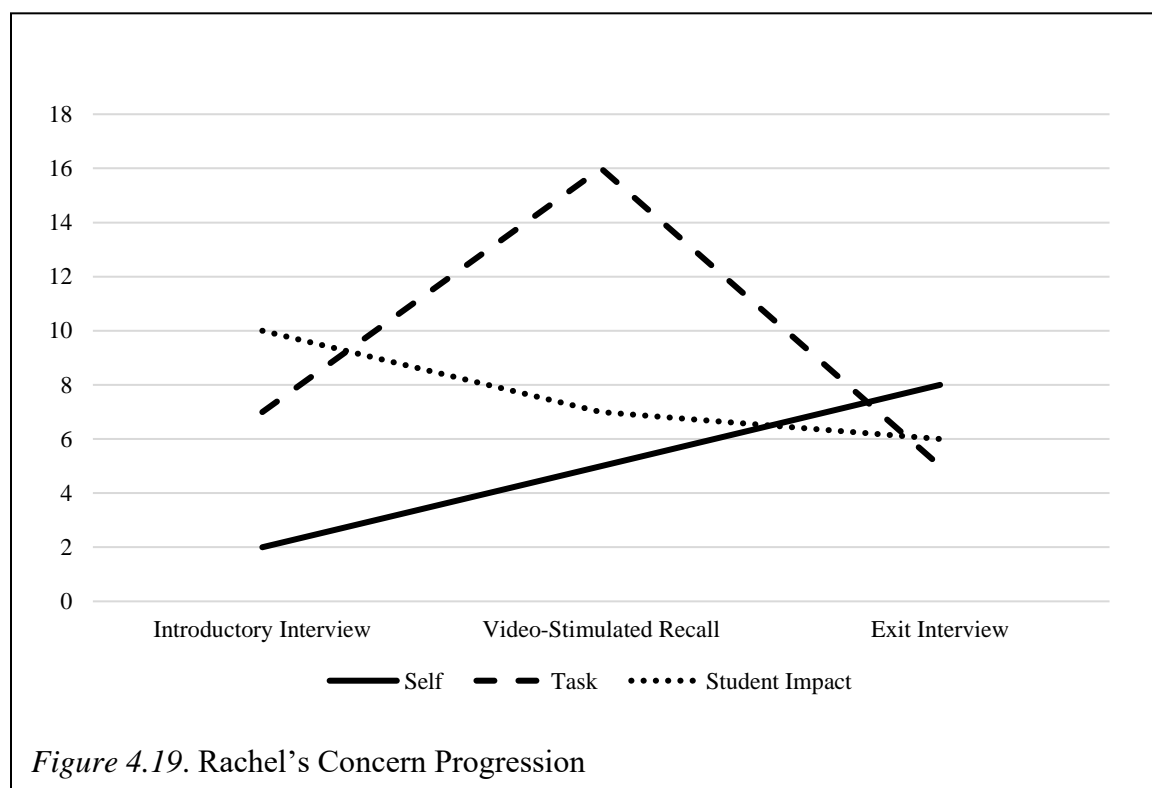
Rachel shows many task concerns throughout the three reflective modalities and a significant amount of student-impact concerns during the in-person interviews (Table 4.14). While particular self (personality), task (knowledge, repertoire, feedback, planning), and student (motivation, learning, students liking the teacher, rapport)

concerns were consistent across the student teaching experience, new concerns emerged including four self (organization, identity, adapting, authority), four task (rehearsing, classroom management, error detection, student ability level), and student (differentiate individuals, students liking the teacher).

Table 4.14

Total Concerns for Rachel Across Different Reflective Modalities

	In-Person Interviews	Written Reflections	Video Stimulated Interview
Rachel			
Self	10	1	5
Task	12	20	16
Student	16	3	7



Rachel did not show a general progression through the concerns model by the decrease of student-impact concerns and increase of self concerns, which sometimes included an overlap between concern categories (Figure 4.19). Some of these overlaps began to appear during the written reflections (e.g., “It is good for them to see and hear what I’ve gone through in music and connecting with them in that way. I am motivated to music, and I hope that I inspire you to make music too”) and continued on into the exit interview. In Rachel’s exit interview, comments began to combine all the categories:

I think overall, I just want to be a teacher that is culturally responsive to whoever or whatever I am teaching. So, whether it is including those with disabilities or just having a diverse classroom in general and building that background, I think that is important. Having that relationship with the students, I think for me as a teacher, I think that has to do with wanting to be with kids, and that is the kind of teacher I want to be. One that really cares for students and one that wants to work for students.

Rachel’s trajectory from fewer self and task concerns and more student concerns to a decrease in student-impact concerns and an increase in self does not follow the progression of the model of concerns. Like some of her colleagues, there was an increase in self concerns near the end of the student teaching placement. Rachel could be viewed as a task-oriented teacher with an equal amount of focus on both self and student concerns.

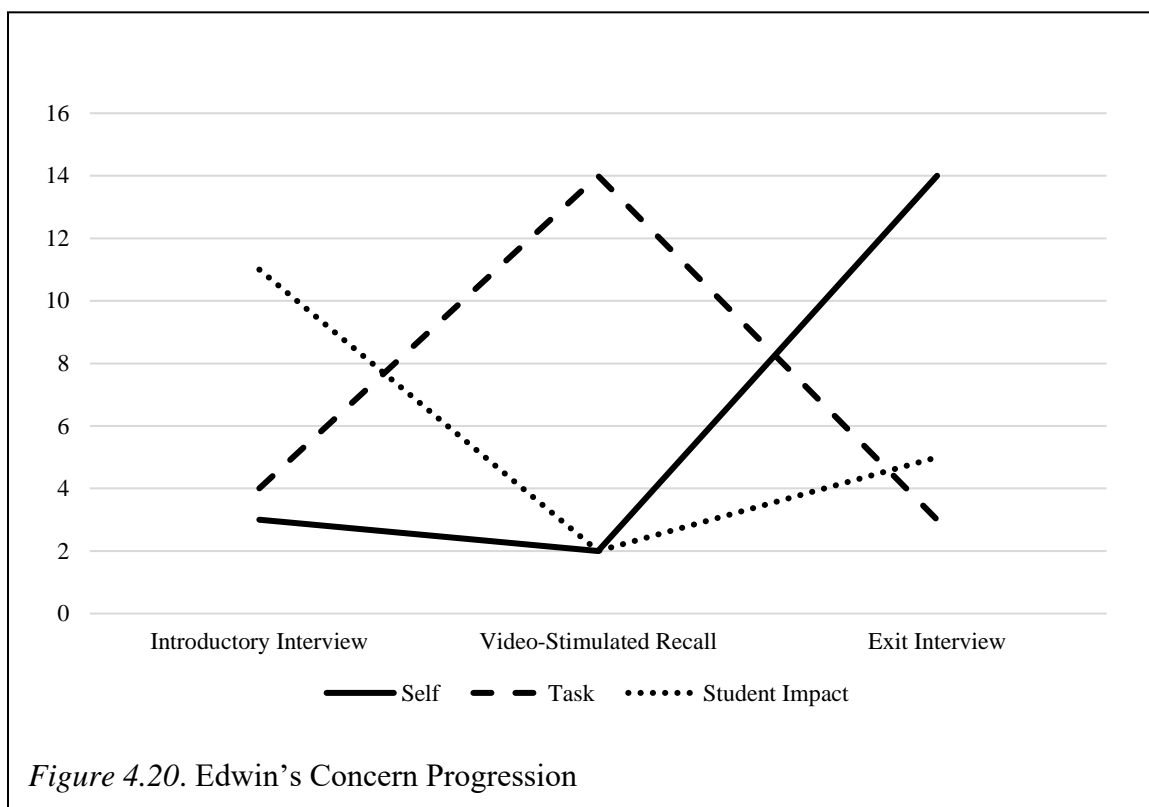
Edwin

Edwin shows more concern on tasks during the written reflections and video-stimulated recall interviews but shows the most concern on self during the in-person interviews as is seen in Table 4.15. While particular self (personality, authority), task (rehearsing, planning) and student-impact concerns (motivation, learning, students liking the teacher, rapport) were consistent across the student teaching experience, new concerns emerged including seven self (organization, communication, rapport, identity, indecision, adapting, musicianship) and task (instrument-specific pedagogy, student group size/configuration, feedback, conducting, classroom management, error detection, student ability level) concerns.

Table 4.15

Total Concerns for Edwin Across Different Reflective Modalities

	In-Person Interviews	Written Reflections	Video Stimulated Interview
Edwin			
Self	17	12	2
Task	7	16	14
Student	16	12	2



Edwin shows a positive trajectory after the video-stimulated recall interview with an increase in both self and student-impact concerns, which caused an overlap between the different concern categories (Figure 4.20). This overlap originated during the introductory interview (e.g., “What I have found as a first-year teacher, or about to be a first-year teacher that is hard is trying to find that line be an authoritative figure and just wanting to be liked by the students”). This progression continued throughout the end of the placement when Edwin would describe his concerns moving beyond student teaching:

I'm worried that I'll be taken advantage of, and that kind of comes back to my classroom management style. So, I just must be firm on day one. Know what I want. I want to make the class welcoming and enjoyable for everyone, but they need to know that it is a class, I am an adult. I am not they're equal, they are

students, I am the adult, I am a professional, I expect to be treated like one, and I will treat you with the same amount of respect that you would treat me.

Overall, Edwin's trajectory had an increase in self and student-impact concerns while decreasing task concerns, which could be viewed as a proper progression through the model of concerns. It should be noted that overall, there was a more considerable concern of student-impact over self concerns throughout the student teaching experience. Edwin showed a balance of the self and student-impact concerns while having an inverted balance of the task categories throughout the placement.

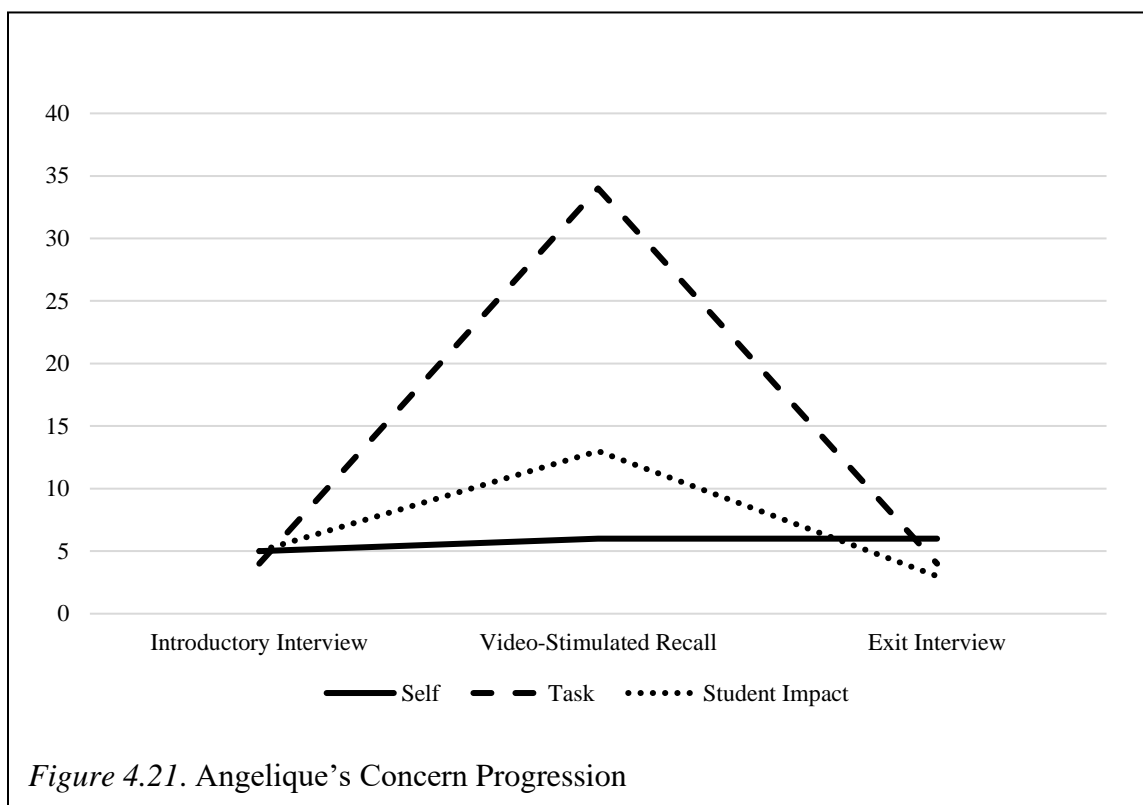
Angelique

Angelique shows many task concerns throughout the reflective modalities, but during the video-stimulated recall interview (Table 4.16). While particular self (identity, indecision, personality, adapting), task (classroom management, planning), and student-impact (motivation, students liking the teacher, rapport) concerns were consistent across the student teaching experience, new concerns emerged including oneself (organization), ten task (general, knowledge, repertoire, time, rehearsing, conducting, pacing, error detection, goals, student ability level), and two student-impact (differentiate individuals, learning) concerns.

Table 4.16

Total Concerns for Angelique Across Different Reflective Modalities.

	In-Person Interviews	Written Reflections	Video Stimulated Interview
Angelique			
Self	11	6	6
Task	8	17	34
Student	8	7	13



Angelique did not show progression through the concerns model due to the decline in student-impact concerns, despite the lowering of task concerns as well (Figure 4.21). The self concerns slowly increased in a steady progression throughout the placement, while the student-impact and task concerns increased during the video-stimulated recall interview then had a decrease during the exit interview. These shifts originated during the introductory interview (e.g., “I feel like the way that I teach that is a lot different than the way...you must teach the kids who really don’t want to be there, but they are there because the parents want them to be there or they need the one elective”) and continued throughout the placement when Angelique was writing one of her written reflections:

I am teaching more regularly with the 8th graders, and I am finally getting names. This helps my classroom management; it seems because I can call kids by name, both negatively and positively, and it helps me bond with them and helps them respect me more, it seems. I have been trying hard to plan, but it seems like everything I plan ends up having to get changed when it starts happening in class. Things don't go as well as I had planned, or they go too well, and I need to find something new to focus on, and I feel like I need to be planning differently. I am trying to plan for multiple cases and have different backup cases, but that seems like too much, and I want to be able to move with the flow of what is happening in the classroom.

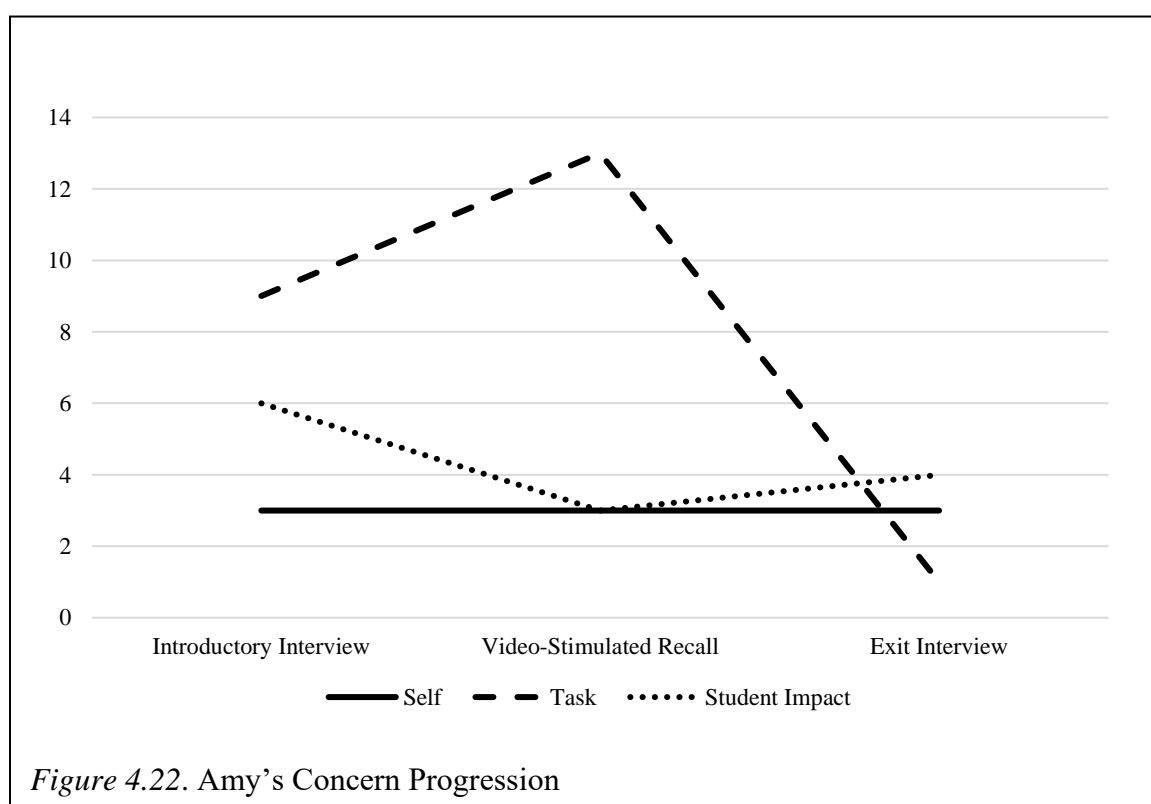
Angelique's trajectory had an increase in self concerns while decreasing task and student-impact concerns, which does not follow the progression of the concerns model described by Fuller and Bown (1975). Angelique can be characterized as a task-oriented teacher, with an equivalent amount of focus on both self and student concerns.

Amy

Amy shows an equal number of concerns during the in-person interviews for task and student-impact but had a significant amount of task concerns during the video-stimulated recall interview (Table 4.17). While self (identity), task (knowledge, rehearsing, classroom management, planning), and student (motivation, learning, rapport) concerns were consistent across the student teaching experience, new concerns emerged including three self (organization, indecision, personality), four task (instrument-specific pedagogy, rehearsing, pacing, student ability level), and two student-impact (differentiate individuals, students enjoying music).

Table 4.17*Total Concerns for Amy Across Different Reflective Modalities*

	In-Person Interviews	Written Reflections	Video Stimulated Interview
Amy			
Self	6	2	3
Task	10	4	13
Student	10	3	3



Amy displayed a positive trajectory through the concerns model, as seen by a growth in student-impact concerns that becomes overlapped with the self and declining task concerns during the exit interview (Figure 4.22). One of the overlaps happens during the written reflections (e.g., “I accepted a job, and the reality that I will be teaching my own students by myself is closing in. I am now trying to soak up as much information as

I can. I understand the importance of organization in the classroom and that the more organized you are, the better your students will learn”) which continued into Amy’s thoughts during the exit interview:

I feel like, above all, I’m a passionate teacher. Because I want so much to do my best for these kids, and I would go for compassionate and passionate. I just want what’s best for my kids, and I want to find out the best way to do it so that can have as good of music experience as I’ve had in my life. I am worried about doing it all on my own. I have only had to teach two and a half classes a day. But I will do other things during specific classes, but they’re never really fully mine. And so, I am concerned about going the full day and getting into the rhythm of that.

Amy’s trajectory of less self and task concerns and more student-impact concerns is a definite progression through the Fuller and Bown (1975) model of concerns. Amy could be a task-oriented teacher but has a proper balance of self and student-impact concerns.

Summary of Individual Participant Synopses

Throughout the different reflective practices, the participants were able to express various topics and concerns of working in their student teaching placements. The trends found among the participants’ common concerns represent perennial issues for teachers as they reflect on their personal development. Self concerns about their organizational skills, forming a teacher identity, handling their indecisions, being flexible and adaptable in teaching, and having authority over their students remained constant throughout the collection period. The task concerns that were evident throughout data collection were representative of the basic knowledge (i.e., knowledge, instrument-specific pedagogy,

repertoire) and “know-how” (i.e., timing, rehearsing, feedback, conducting, classroom management, pacing, error detection, goals, planning, student ability level) that are commonly considered essential to excellent music instruction. Student-impact concerns related to motivation, differentiating instruction, the concerns of how students are learning, whether they like their teacher, how much they enjoy the music, and the participants consistently expressed the overall rapport with the teacher and student. Similar self, task, and student concerns were emphasized by the participants in Miksza and Berg’s (2013) and Campbell and Thompson’s (2007) studies. The following section will investigate how the results of the three reflective practices compare to each other.

Comparison of the Three Types of Reflective Practices

As an exploratory measure, I sought to determine if the distribution of teacher concerns (among self, task, and student-impact) differed according to reflective modality (i.e., in-person interview, written reflections, or video-stimulated interview). Using the data in Table 4.1, I generated expected values according to the assumption that the overall proportion of concerns was reflected in each of the three modalities, accordingly (see Table 4.18).

Table 4.18*Expected Frequencies of Teacher Concerns Across Reflective Modalities*

	In-person interview	Written reflections	Video-stimulated interview
<i>Self</i> (25.9%)	104	94	60
<i>Task</i> (48.5%)	195	177	112
<i>Student</i> (25.6%)	103	93	59

Note. Frequencies are rounded to nearest whole number

Results of a chi-square test for independence indicated that the distribution of concerns differed significantly from these expected values, $\chi^2(4, N = 997) = 81.7, p < .001$. Further inspection of Table 4.1 reveals that in-person interviews yielded nearly equal proportions of concerns across the three categories, whereas written reflections and especially video-stimulated interviews yielded greater task concerns (52% and 70%, respectively), with concerns in the other two categories distributed in smaller, roughly-equal proportions.

CHAPTER V

DISCUSSION

Purpose and Research Questions

The purpose of this study was to examine reflective concerns demonstrated by pre-service music educators through varied reflective modalities (in-person interviews, reflective journals, and video-stimulated recall reflection) and to how those concerns differ in these different reflective modalities. The second purpose of the study was to determine if the concerns of the pre-service music educators change throughout their student-teaching placement. My research questions were:

- Q1 What are the concerns of music student teacher participants in in-person interviews, weekly journals, and video-stimulated recall (VSR) reflective modalities?
- Q2 How do the concerns of the participants differ in these different reflective modalities?
- Q3 How do the concerns of the participants evolve throughout the student teaching placement?

I collected written reflections and interview transcriptions from the student teachers throughout the study and determined their levels of concern according to the Fuller and Bown (1975) levels of concern. As explained in Chapter III, the student teachers were placed in schools in different districts and had different experiences based on the schools and communities in which they were placed. The student teachers participated in an introductory interview, a video-stimulated recall interview, and an exit

interview, and they wrote reflections for the eight weeks of student teaching. The findings were reported in Chapter IV, and conclusions based on the study are discussed in this chapter.

Summary of Findings

Concerns in Reflective Modalities

Of the fifteen codes of self, six codes remained throughout the entire data collection: organization, identity, indecision, personality, adapting, and authority. Many task concerns were seen across all reflection styles, including knowledge, instrument-specific pedagogy, repertoire, time, feedback, rehearsing, conducting, classroom management, pacing, error detection, goals, planning, and student-ability level. The following student-impact concerns were seen throughout all reflective styles, including motivation, differentiate individuals, learning concern, liking the teacher, enjoying music, and rapport.

During the in-person interviews, the student teachers shared detailed answers to the questions I asked about their experiences in working with students and their expectations of themselves in the current semester. When we talked during the culminating in-person interviews, the student teachers reported that they felt they each showed growth and improvement and that they were preparing for moving into their classrooms after student teaching. They spoke about the transformation that they went through during the experience. During the in-person interviews, three self concerns were mentioned by more than nine of the twelve participants: organization (11), identity (11), and personality (9). Also, during this modality, the task concerns were mentioned by more than ten of the participants: classroom management (11) and planning (12). Of the

concerns on student-impact five were mentioned by ten or more of the twelve participants: motivation (12), learning concern (10), liking the teacher (10), enjoying music (11), and rapport (12). Within all three concern areas, at least nine participants were voicing each of the concerns, including the student-impact concerns. There was a difference between the types and amount of concerns focused upon during the written reflections.

I analyzed the journal reflections and determined their different concerns according to the Miksza and Berg (2013) codebook. The reflections that were written during the beginning and middle of the student teaching process contained similar concerns as the introductory and video-stimulated recall interview. The journal reflections that were submitted during the end of the eight weeks of student teaching showed more concerns about self, due to their unsure feeling going into their new teaching placements. The student teachers produced written reflections throughout the eight weeks of the study. All the student teachers discussed their teaching episodes, their duties as student teachers, and their thoughts on the planning. During the written reflection, the self concern of personality mentioned by nine of the twelve participants. There were three task concerns mentioned by nine or more of the participants during this reflective modality: rehearsing (11), classroom management (11), and planning (12). Two student-impact concerns were mentioned by nine or more of the participants during the written reflections: motivation (10) and rapport (9). During the written reflections, there is a presence of all the concerns from nine or more of the participants, including student-impact concerns. This observation is like that of the in-person interviews, but the data

collected from the video-stimulated recall interview shows a different disbursement of concerns.

After the university supervisor observed and videotaped a lesson, I set up the interview to meet the student teacher to watch the teaching episode to gain insight into their planning and reasoning for how the experience went. I found that they were uncomfortable at first watching their teaching, but they learned a lot about themselves as teachers and their teaching methods. The student teachers shared how they have gained confidence as they taught successful lessons and about incidents that occurred during their student teaching. During the video-stimulated recall interview, the student teachers would watch their teaching video, provided by the university supervisor. While watching the video, the student teachers discussed how their planning and teaching influenced the footage in the episode. Indecision was mentioned by only five of the twelve participants during the video-stimulated recall interview, the most of any of the concerns about themselves as teachers. Two task concerns were mentioned by nine or more of the participants in the video-stimulated interview: rehearsing (10) and planning (9). The student-impact concern used by only seven of the participants during the video-stimulated recall interview was learning concern. From this data, we can see that the video-stimulated recall interviews did not get a substantial participation from the population of the study.

Differences Between the Different Modalities

From the previous information, it is seen in the data collection that there are at least nine or more participants that mentioned concerns in each category for the in-person interviews and the written reflections. It is also evident that the video-stimulated recall

did not yield the same amount of participation from the sample of pre-service music educators. From the results of a chi-square test for independence in Chapter IV to determine if the distribution of teacher concerns differed according to reflective modality, there was a significant difference in the delivery of concerns from the expected values. Further reflection reveals that in-person interviews yielded nearly equal proportions of concerns across the three categories, whereas written reflections and especially video-stimulated interviews yielded more significant task concerns (52% and 70%, respectively), with concerns in the other two categories distributed in smaller, roughly-equal proportions.

Within the in-person interviews, there were significant areas of concern that were seen frequently throughout the transcriptions. For the concerns for self, three concerns were mentioned twenty times or more between the two interviews, organization, identity, and personality. The two of the task concerns mentioned over thirty times by participants were classroom management and planning. There was a significant number of student-impact concerns mentioned in the in-person interviews. Motivation, learning concern, enjoying music, and rapport was mentioned over twenty times by the participants between the two interviews.

As stated, the results of the video-stimulated recall interview show more significant task concerns while self and student-impact concerns were distributed in smaller, roughly-equal proportions. Within the task concerns, knowledge, repertoire, rehearsing, and pacing were seen more than ten times in the single interview. Classroom management, planning, and student ability level significantly stood out from the results due to the frequency of each of the concerns being seen over twenty-seven or more times

in the transcriptions. The smallest number of concerns of self for the video-stimulated recall interview was indecision that was mentioned thirteen times. Also, there was only one student-impact concern that was seen twenty times within the transcriptions, which was learning concern. A similar distribution of concerns is seen with the results of the written reflections.

Within the written reflection results, there are six areas of task concerns that are seen over twelve times in the journals of the participants. These task concerns are feedback, rehearsing, classroom management, error detection, planning, and student ability level. There are more tasks frequently mentioned in the written reflections compared to both the in-person and video-stimulated recall interviews. Three of the self concerns are mentioned twelve or more times in the written reflections, identity, personality, and evaluation. This is a similar number of concerns frequently cited as the in-person interviews, but there was more emphasis on evaluation in the written reflections and organization in the in-person interviews. Within the student-impact concerns, motivation, learning concern, and rapport were mentioned eighteen or more times in the written reflections. This is less concerns than the in-person interviews, but an increase of concerns over the video-stimulated recall interviews.

Evolution of Concerns Through the Study

Throughout the study, the participants' concerns within the three concern categories progressed in different ways within the Fuller and Bown (1975) model of concerns. The goal of the Fuller and Bown (1975) model of concerns is to have an increase of student-impact concerns with a decrease in the other areas of concerns. There were seven of the twelve participants who increased their student-impact concerns by the

end of the student teaching placement. Of these seven, only one participant finished the study with their student-impact concerns being more noteworthy than their other concerns. All twelve participants showed an increase in self concerns and eleven of the twelve participants showed a decrease in task concerns going into the exit interview. Two of the participants showed a higher level of task concerns during the end of the study. It is important to note that during the video-stimulated recall interview eleven of the twelve participants' most significant concerns were for task. The one outlier in the group had a high level of student-impact concerns during this reflective modality.

Interpretation of Findings

The data that was collected corroborated with the research from the literature review as well as reinforced my beliefs about how reflective practice is an effective strategy for student teachers to improve their teaching strategies, such as their instructional decision making and classroom management skills (Barry, 1994; Conkling, 2003; Sturtz & Hessberg, 2012). Numerous connections were made by the twelve student teachers in their transcriptions related to their teaching placements.

The student teachers indicated times in which they used reflection practices to assist in their teaching. The student-teachers discussed their plans for researching additional classroom management strategies when the students were not on-task or when they became disruptive in the classroom. In four different participant journal reflections that referred to a scenario when they had difficulty with student's behavior, made changes in the classroom management system, and then noticed a positive difference. During the interviews, the student teachers indicated that the reflective thinking made a positive change in their student teaching experience.

After the video-stimulated recall interview, the student teachers' written reflections showed an increase in critical incidents experienced and a focus upon writing about those incidents overwriting a list of tasks. The participants were also able to share their reflective thinking that they experienced while teaching and after teaching lessons. Before the shift to finding their next teaching placement after student teaching, there was evidence of more focus upon tasks and the student impact of their lessons. Only when the student teachers began to search for their options after student teaching did the interview and reflections begin to shift back to more self concerns with the unknown of their futures.

The student teachers began to include more of the task and student-impact concerns connected to their lessons and teaching techniques as the study progressed. Toward the end of the eight-week student teaching placement, a couple of the participants' journal reflections included more in-depth investigations into their concerns of student's motivations and the impact of what they are teaching to the students. It was time-consuming for the student teachers to make the connections to educational pedagogy, theories, and contextual factors as well as consideration of moral and ethical issues.

Typically, student teachers begin teaching one class at a time and gradually start preparing all the subjects during their student teaching experience. At the time when the student teachers would most likely be teaching all day in their student teaching placements, the number of reflections decreased. It is unknown if this is due to the student teachers having less time to reflect and write their written reflections because they needed to spend more time planning for their lessons. It could also be that the

student teachers might have gotten tired of writing the reflections after a few weeks of student teaching. There were many fluctuations in the concerns throughout the eight weeks of student teaching that may have been the result of various situations.

While reading the transcriptions and reflections, it was peculiar to read the journal reflections without providing written feedback on them, knowing that the student teachers would not be receiving the journal reflections back after the analysis was finished. It is a habit for some educators to offer written feedback on all types of reflections. It is possible if university supervisors or mentor teachers were able to write their thoughts on the journal reflections and return them to the student teachers, that there would have been a possible increase in the participants' written reflections. Adding the element of written feedback to this study may have possibly changed the student teachers' reflective thinking, thus producing more levels of concerns according to the Fuller and Bown Levels of Concern Model (1975).

Knowing that this initial study needed to be small the first time, it was an initial step to investigate the impact of purposeful reflection practices on the concerns of the student teachers. The intention is to conduct further studies to explore the inclusion of reflective thinking in teacher education programs. It was interesting to find out how purposeful reflective practices would influence concerns during student teaching. Knowing that the reflective practices had a positive influence on the student teachers who were part of the study, I will continue to include reflective thinking in future teacher education programs.

Theoretical Implications

Reflective practice leads to improvement in teaching, which will also provide more effective student learning in classrooms (Dewey, 1933; Pultorak, 1993; Schön, 1983). As reported in this study, the levels of concerns in reflective practice shifted in the interviews, and the student teachers indicated written reflections and an increase in confidence in deliberate instructional decision-making skills.

The research from the literature review indicated that reflective thinking needs to be taught and practiced for it to become habitual; therefore, if student teachers reflect during their teacher education program, they are more likely to reflect during their profession (Dewey, 1933; Pultorak, 1993; Schön, 1983). The reflection practices were received positively by the student teachers. They never complained to me about our discussions or anything related to the study. I only witnessed positive comments regarding the interviews.

By using multiple modalities, it gave the pre-service teachers the opportunity to voice their thoughts and concerns in a variety of ways. Through the in-person interviews, the participants would look over their teaching experiences, seeing the larger picture of their identity and teaching situations. Time was spent evaluating what type of teacher they wished to become and what classroom environment they wanted to provide to their students. There was also time spent looking at their relationships with students, peers, and mentors and how it formed their identities.

During the video-stimulated interviews, the participants took the opportunity to analyze their classroom strategies and how these behaviors impacted their classroom environment and the lesson itself. Most of the focus was spent on tasks that the teachers

were doing such as conducting, use of classroom management techniques, and timing.

There was also an opportunity for the pre-service teachers to evaluate the level of student engagement and have a different approach to musical content being performed by ensembles.

Lastly, the written reflections were a flexible means of evaluating everything from the day to day classroom actions to the overwhelming concerns of pursuing the next stages of the participants' careers. The participants decided how often and how long their written reflections would be based upon the topics and ideas they wished to be expressed. There were some that would break down their schedules of all the teacher tasks that they completed throughout the day with some results of lessons and student-teacher or teacher-teacher interactions that were encountered. Others would write about their anxiety and fears of searching for jobs and whether they felt prepared to become teachers following their student teaching placement. Like the other reflective modalities, written reflection allowed for the participants to delve into their own thoughts and feelings of the student teaching process and highlighted different areas of concern from the other reflective modalities.

Together, the three reflective practices allowed for the participants to consider multiple aspects of their student teaching experiences. The results show that there was a difference between what types of concerns were expressed by the student teachers during the process, but together the three types help create the whole picture of the pre-service teacher. This finding has not been expressed in the literature that I have found regarding reflective practices and could be an interesting facet of research for both pre-service and in-service teachers. By using multiple modalities of reflection, teachers can have a clearer

understanding of their concerns in and outside their classroom. This information can be used for improving teaching strategies, increasing student engagement, and even opening the possibility of areas to look for professional development. Using this combination of information can also be useful to mentors and supervisors of pre-service teachers to have a clearer understanding of where their students might have difficulties or concerns about their teaching and identities as teachers. Lastly, the larger picture that grows from the combination of information could assist teachers in understanding the stress and anxiety issues that assist in causing teacher burnout.

Recommendations

Recommendations for Practical Implementation

Throughout this study, I examined the possible impact that the reflection practices had on pre-service music educators during their student teaching semester. As a teacher educator, I was interested in discovering if the inclusion of reflection modalities influenced the student teachers' reflective thinking, as evidenced in the transcriptions and written reflections would be an impact to their concerns as progressing through the experience. Through this study, the combination of modalities allowed the participants to look at their student teaching experience in multiple ways. By using a combination of reflective practices, I believe that there are multiple opportunities for growth within the teaching profession.

Reflection should be purposeful. After reading the transcriptions and written reflections of the student teachers, I was able to report the various levels of concern based on the Fuller and Bown (1975) Levels of Concern Model. They were presented with information that was helpful for them to use when writing their journal reflections. I

noticed that a few of the student teachers were able to use the information that was presented in the in-person and video-stimulated recall interviews in their written reflections. For example, some of the student teachers focused less on lists of the events throughout the day and more on critical incidents after we discussed the value in reflecting on situations that occurred during the day that were of concern for them.

After analyzing the data twice, I noticed that there was a significant difference between the initial and culminating reflections that were submitted and transcribed from the student teachers. I believe that because I provided the student teachers with a list of optional journal prompts during the in-person interactions, the student teachers used them to decide on topics for their written reflections instead of writing about open-ended issues. The concern levels of the initial and culminating journal reflections ranged between self, task, and student-impact concerns. It may have been more challenging for the student teachers to find time every day to write their journal reflections, which may have resulted in reflective thinking that was not as deep as when they had the time to reflect. I support the research of Serafini (2002) in that reflective thinking needs to occur soon after the school day as possible and after making time to reflect on the events. I see value in teaching the aspects of reflection for student teachers to be able to make the time, to enter dialogue, and to use preferred vision (Serafini, 2002). As student teachers practice using reflective thinking skills in their teacher education programs, the skills will become habitual and lead to effective teaching (Dewey, 1933; Pultorak, 1993; Schön, 1983).

Reflection should be ongoing. In this study, it became apparent that reflection needs to be continuous and consistent as there were discrepancies in the number of

written reflections student teachers produced within the eight weeks. For a couple of student teachers, it may have been my reminders that reminded them to submit their written reflections to me as opposed to their desire. I believe that it is essential for the student teachers to take the time to reflect on their teaching to know what they are doing well and what they need to improve upon. As the student teachers began to use reflective practices more often, they were more able to make deliberate instructional decisions during their lessons because they were more confident in being able to use their students' responses to their teaching as a guide. Student teachers who can reflect on their classroom experiences are more able to make sound educational decisions, thus resulting in effective instruction and student success (Schön, 1983; Zeichner & Liston, 1996).

I believe that the use of reflection through multiple modalities should continue into in-service teaching positions. Having continuous reflective practices allows teachers to follow the progression of changes made within their classroom. Monitoring the concerns and the gradual changes in the classroom gives the educator a clearer picture of not only their own teaching style, but the impact upon the students as well. This data collected together can assist teachers in looking at new strategies, professional development opportunities, and changes in curriculum that can influence the students' learning in the music classroom.

Reflection should be taught. After I conducted the in-person interviews and the video-stimulated recall interview, I realized the value in teaching reflective thinking as opposed to requiring student teachers to reflect without direction. The student teachers showed growth by incorporating the information from the reflection practices in their student teaching. For example, Gina repeatedly recorded herself teaching so she could

reflect upon the lessons afterward. After we had done the first in-person reflection, she started to focus on these recordings and the critical incidents, and she demonstrated that she understood the importance of connecting her practical experiences in the classroom to educational pedagogy by writing about teaching strategies and reasons why she was doing what she was doing in the classroom.

Incorporating reflection strategies into pre-service education seminars and in in-service professional development trainings gives teachers the opportunity to incorporate new skills to evaluate their teaching knowledge and skills. Reflection can be interpreted in different ways and completed without structure, but that can impact the quality of data collected. Structured reflection allows for teachers to focus their thoughts on topics such as identity, classroom management and student enjoyment. If the idea of these reflections is to improve teaching strategies and forming of one's identity, then the reflections themselves should be representative of a teacher's educational experiences.

Limitations

Some limitations became apparent during the study that can be addressed in future research. In the study, the Introductory Interview began around the transition into the student teacher's second placement; therefore, the student teachers did not have the information about the written reflections and interviews until this time. The video-stimulated recall interview occurred in the fourth week, and the exit interview happened during the eighth week. I intended for the written reflections to begin in week one and continue each week, but with the student teachers' hectic schedules, most of the participants were writing only one reflection per week. I suggest that written reflections

should be included in the semester before student teaching to avoid the issue that I encountered during the study.

Recommendations for Further Study

Recommendations for student assessment. During this study, I began thinking that it would be interesting to conduct a similar study to include the data collection of the students in K-12 schools who have student teachers. A review of this nature would consist of an assessment of the students' academic abilities in the classrooms before and after the student teachers teaching experience. This could be done by looking at what topics or specific classes the student teacher would be working on throughout the semester, whether it is a piece for an upcoming music festival or the learning of different voice types in general music. An initial assessment would be administered to the students before the student teacher's lessons to have a general baseline of abilities by the students. Throughout the study, the student teacher would use the same multiple reflection modalities as with this study to show a comparison of the concern models in a different setting. At the end, the same assessment would be given to the students as the initial assessment to see any potential growth from the reflection/teaching process with the student teacher. This type of study would explore the possibility of reflections as it may or may not lead to improvements in students learning in the classroom.

Recommendations for additional time. If this study were replicated, I would also advocate for more extensive collections of data. I feel that evaluating how the concerns change from not only the entire student teaching process but following into the first year of teaching could show a longer progression of how the concern levels adjust throughout the school year.

Recommendations with a larger sample. Even though there were only twelve student teachers in this study, it was a valuable learning experience to be able to read, examine, and determine the levels of their concerns. It would be interesting to conduct a similar study with more student teachers to expand the sample. It was manageable to hold three interviews with twelve participants. For a larger sample, having more interviewers would compensate for the additional time required for the interview collection process. I would also recommend that limiting the number of university supervisors involved would simplify the details of the data collection sessions and coordinating the days and times for collecting the video-stimulated interviews.

Summary

The twelve participants demonstrated commonalities as well as unique features for their specific concern profiles. Concerns that the participants felt were unique to them (e.g., anxiety from job searching, unsureness of administration) were shared concerns, and fears that their peers endured throughout the student teaching process. Many of these concerns were likely brought on by challenges experienced with students and interactions with colleagues throughout the study. A discrepancy in the general trend emerged at the midpoint of the participant's student teaching given that student-impact and self concerns decreased while task concerns increased, during the video-stimulated recall interview. It is important to note that the video-stimulated meeting took place during the middle of the placement, in which the participants were typically taking full control of the classroom activities, which could also show the increase in this concern area. This finding reflected those of many researchers in general education who have reported changes in teachers' concerns that float between the different Fuller and Bown states because of shifts in

teaching context (e.g., Rogan, Borich, & Taylor, 1992; Valli, 1993). Burn et al. (2003) found that student teachers, when switching to a new student teaching placement, were more likely to reference context-specific factors as prominent to their teaching concerns. Miksza and Berg (2013) found that in the middle of the 1.5-years study, that the shift of task concerns increased due to a change in the student teaching placement for all participants.

The teaching context can likely impact or even define the focus of a developing music teacher's thoughts and actions. The discrepancy in the general shift from self and student-impact to task concerns identified in the video-stimulated recall interview as well as findings regarding authentic-context learning in music teacher education suggests that music teacher development may interact significantly with contextual change. Barrett and Rasmussen's (1996) study of 90 early childhood, elementary, and middle school music education majors found that the participants believed the reflective practices in the study to be valuable and informative. The essays after the study also show a focus on methods students' perceptions and development of the participants' beliefs about music teaching and learning.

The participants voiced their feelings about the extra reflective practice throughout their student teaching experience. Although it did add extra work to their already full teaching loads, many of the student teachers did express their gratitude for a chance to voice their thoughts and ideas. Many of the participants expressed that they did not share these concerns with their university supervisors or cooperating teachers. The participants did not voice these concerns with the cooperating teachers and university supervisors due to the fear of voicing their concerns and seeming unknowledgeable or a

lack of time for expressing these ideas. Evaluating the differences between the conversations with university supervisors/cooperating teachers and the student teachers' reflective practices could show a difference in the concern progression. It is possible that targeted questions from the university supervisor or cooperating teacher could move the student-teacher more quickly toward increasing student-impact concerns. Further research is needed on the impact of feedback, both in quality and frequency, of the university supervisors and cooperating teachers, on the student teacher's focus of attention during reflections on his or her teaching.

If a goal of pre-service music teacher degree programs is to increase the quantity of student-impact concerns, longer internship experiences could mitigate students' tendencies to focus on self concerns when adjusting to new settings or context. By having a prolonged field-based experience, pre-service teachers could have a chance to develop and explore some of the more complex issues of teaching. Of course, the teacher educator would need to balance the depth of the placement experience with extensiveness and diversity.

Future research on the development of music educator concerns could be expanded if examined into the first few years of teaching. Also, collecting data at the beginning and end of field-based experiences would enable researchers to determine when and how specific concerns arise throughout the pre-service experience. Moreover, additional research will add to the growing body of knowledge that establishes patterns and at the same time, reveals unique individual and context-dependent aspects of pre-service music educator development.

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APPENDIX A
INSTITUTIONAL REVIEW BOARD APPROVAL



Institutional Review Board

DATE: February 18, 2019

TO: Yolanda Chatwood

FROM: University of Northern Colorado (UNCO) IRB

PROJECT TITLE: [1389240-2] Comparison of Different Reflective
Modalities of Pre-service
Music Education Student Teachers

SUBMISSION TYPE: Amendment/Modification

ACTION: APPROVAL/VERIFICATION OF EXEMPT STATUS

DECISION DATE: February 15, 2019

EXPIRATION DATE: February 15, 2023

Thank you for your submission of Amendment/Modification materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Nicole Morse at 970-351-1910 or nicole.morse@unco.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.

APPENDIX B

CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH

A Comparison of Different Reflective Modalities of Pre-service Music Education Student Teachers

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Purpose and description: The primary purpose of this study is to examine the differences between the reflective practices of preservice music educators. Over the eight weeks, the weekly journals, and three interview sessions (at times and places of your choosing), you will convey a variety of reflective ideas.

If you choose to participate, you will be asked to participate in:

- An in-person introduction interview (10-15 minutes)
- Weekly journal entries (minimum 1 per week)
- An in-person video-stimulated recall interview (10-15 minutes)
- An in-person exit interview (10-15 minutes)

The *introduction and exit interviews* will have you reflect on your teaching experiences up to this point and at the end of your student teaching. The interviews will be recorded using a Zoom H2N portable recorder, and all information will be transcribed verbatim. The transcription will then be sent to you for accuracy verification.

The *weekly journal entry* can either be written in a physical journal or through an electronic Word document that will be given to me at the exit interview. The weekly journals should focus upon teaching episodes, duties, and planning of the week of the reflection. I will collect these, in-person, during the exit interview at the end of the study, either electronically (transferring to my computer using a password-protected flash drive), or in hard copy (either by giving me your written document or letting me photocopy journal entries in your notebook). When doing so, I will review your submission and immediately redact any passages whereby you could be identified. (I will label your submission with a pseudonym — a fictitious name — which we will use for all materials in this study, for your protection.)

The *in-person video-stimulated recall interview* will be from the recordings collected by your university supervisor, Dr. Montemayor, during his scheduled observations. Dr. Montemayor will upload a recording of your teaching as an *unlisted* YouTube video on his password-protected channel and will email you the URL — and if you consent to participate in this study, he will copy me on that email. (At the end of the semester, he will permanently delete the recording from YouTube, but will retain an archived copy of the original file in his office). When you and I meet to view your teaching video, I will audio-record your thoughts and reflections using a Zoom H2N portable recorder, and all

information will again be transcribed verbatim. The transcription will then be sent to you for accuracy verification.

In my analysis of those transcriptions and journal entries, I will investigate your (and all participants') differences in the different reflective practices and how they evolve over the preservice student teaching experience.

Page 1 of 2 _____
Participant initials here

Risks to being in this study are no more significant than what might occur in an everyday conversation about education. The study procedures are very similar to what you might experience when reflecting upon your teaching in discussions with your lead teacher or university supervisor. Your participation (or non-participation) — and, if you participate, your reflections and thoughts — has no bearing on any grade in a course, nor any effect on your standing within the School of Music or our music education program. At most, you could be nervous or embarrassed upon what you are reflecting upon or your own teaching experiences — but even this seems unlikely, given your prior experience in teaching opportunities throughout your music education program. Please note that I am not “evaluating” your teaching; instead, I will measure your concerns and thoughts upon your instruction, using an established model of teacher concern.

If you do feel that you are experiencing discomfort or having an adverse emotional reaction, you should contact the UNC Counseling Center at (970) 351-2496. The Counseling Center is a free service to all UNC students and can assist you working through an emotional response.

I will take every precaution to protect your confidentiality. During the study, I will assign you a pseudonym, and the recordings I make of you will be labeled according to that pseudonym, rather than with your name. No one besides myself will have access to those recordings. Data collected and analyzed for this study will be kept on password-protected computers and drives accessible only by me. When this study is complete, results will only be reported in the aggregate; no individual participants’ performance will be disclosed. All original recordings and all journal submissions will be deleted or destroyed immediately upon the conclusion of this study. (At the end of the experiment and your request, I would be happy to share the results of the study with you.) You will not benefit from participation in this study, aside from the opportunity to practice reflecting upon your teaching differently.

Participation is voluntary. You may decide not to participate in this study, and if you begin participation, you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above and having had an opportunity to ask any questions, please sign below if you would like to participate in this research. A copy of this form will be given to you to retain for future reference. If you have any concerns about your selection or treatment as a research participant, please contact the Office of Research, Kepner Hall, University of Northern Colorado, Greeley, CO 80639; 970-351-1910.

Participant’s signature

Date

Researcher's signature

Date

APPENDIX C

INTRODUCTION INTERVIEW PROTOCOL

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Each participant will participate in a short introduction interview that will last 10-15 minutes. The interview will be recorded using a Zoom H2N portable recorder by me. I will say the following statement and the following questions:

I will ask you different questions about your current thoughts of being a teacher. Your answers will be kept confidential and will have no impact on your student teaching placement. The interview will be transcribed afterward and sent to you for verification of transcription.

The researcher begins the interview after starting the recorder. The researcher asks the following questions of the participant.

1. “Please tell me your thoughts you have as a teacher working with students. Such areas you could discuss would be your organization skills, your use of humor, or your teacher identity.”
2. “Please tell me your thoughts you have about the classroom, such as classroom management, repertoire familiarity, class size, and student age level.”
3. “Please tell me the thoughts you have about your students, such as their motivation, enjoyment, or learning.”

APPENDIX D

WEEKLY JOURNAL PROTOCOL

WEEKLY JOURNAL PROTOCOL

The following information will be given to each participant to explain how to participate in the weekly journals.

You are being asked to write at least one journal entry a week in either a physical handwritten journal or as an electronic Word document. These journal entries will need to be given to me during the exit interview. During these reflections, you are asked to consider the teaching episodes, your duties as a teacher, and your thoughts during planning throughout that week.

As a measure of security, please refrain from using peoples' names when responding to the journal prompts. Instead, use fictitious names (e.g., Student Jane Doe, or "Mr. X."). Please do not write your name in the journal, either.

APPENDIX E

VIDEO-STIMULATED RECALL REFLECTION PROTOCOL

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VSR Protocol Treatment Group Debriefing Instructions:

Together we will look at some extracts of the recorded lesson from Dr. Montemayor. I will ask you to comment on what you see; your perspective is what counts. The extract was selected from the recording Dr. Montemayor took during your scheduled observation. We will watch the video together, but you will have control over how we watch it. You can pause or rewind the video anytime you want. As you watch the video, feel free to say whatever comes to mind regarding your planning and teaching.

Participants will begin the video. If the participant does not stop or say anything after 2 minutes, then the researcher will stop the video and prompt the participant to respond to what is happening at that moment. If the participant acknowledges vaguely or with short observations, the researcher will ask probing questions such as “could you clarify” and “anymore?” to elicit elaborations for all comments.

After the stimulated recall, I will then transcribe the interview audio and send it to the participant to check for accuracy.

APPENDIX F
EXIT INTERVIEW PROTOCOL

EXIT INTERVIEW PROTOCOL

Each participant will participate in a short exit interview that will last 10-15 minutes. The interview will be recorded using a Zoom H2N portable recorder by me. I will say the following statement and the following questions:

I will ask you different questions about your current thoughts of being a teacher. Your answers will be kept confidential and will have no impact on your student teaching placement. The interview will be transcribed afterward and sent to you for verification of transcription.

The researcher begins the interview after starting the recorder. The researcher asks the following questions of the participant.

1. “Please tell me your thoughts you have as a teacher working with students. Such areas you could discuss would be your organization skills, your use of humor, or your teacher identity.”
2. “Please tell me your thoughts you have about the classroom, such as classroom management, repertoire familiarity, class size, and student age level.”
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APPENDIX G
MIKSZA AND BERG (2013) CODEBOOK

Miksza and Berg (2013) CODEBOOK

The codebook is an existing codebook developed by Miksza and Berg (2013) and based on Berg and Miksza (2010) and LeCompte and Schensul (1999). The codebook was developed initially to study pre-service teachers' concerns, according to Fuller and Brown's (1975) model of preservice teacher development (i.e., self, task, and student-impact concerns).

Self-Concern Code – Codes determined for the self category reflect the participants' concerns for themselves as teachers and their characteristics (e.g., organization, humor, identity).

Code	Definition
Te	General teacher concern
TeO	Organization
TeH	Humor
TeC	Communication
TeR	Rapport
TeID	Identity
TeINDEC	Indecision
TePERS	Personality
TeEV	Evaluation
TeA	Adapting
TeM	Memory
TeMU	Musicianship
TeAU	Authority
TePR	Peer/colleague interaction
TeBL	Work/home balance

Task Concern Code – Codes determined for the task category reflect concerns with strategy implementation, knowledge, and contextual classroom issues (e.g., classroom management, repertoire familiarity, class size, student age level).

Code	Definition
Ta	General task concern
TaK	Knowledge
TaIS	Instrument-specific pedagogy
TaREP	Repertoire
TaGR	Student group size/configuration
TaT	Time
TaF	Feedback
TaREH	Rehearsing
TaCOND	Conducting
TaCM	Classroom management
TaPC	Pacing
TaE	Error detection
TaG	Goals
TaPL	Planning
TaLRP	Long-range planning
TaLEV	Student age/grade level
TaAB	Student ability level
TaCL	Clarity of instruction
TaI	Intensity of instruction

Student-Impact Concern Code – Codes determined for the student-impact category reflect the participants' concerns for the students' knowledge, skill, or effective development (e.g., motivation, enjoyment, learning).

Code	Definition
S	General student concern
SM	Motivation
SDi	Differentiate individuals
SDg	Differentiate group
SL	General learning concern
SLIK	Students liking the teacher
SENJ	Students enjoying music
SR	Rapport

APPENDIX H
EXAMPLE OF PARTICIPANT SUMMARY

Meryle's Participant Summary

Individual Concerns

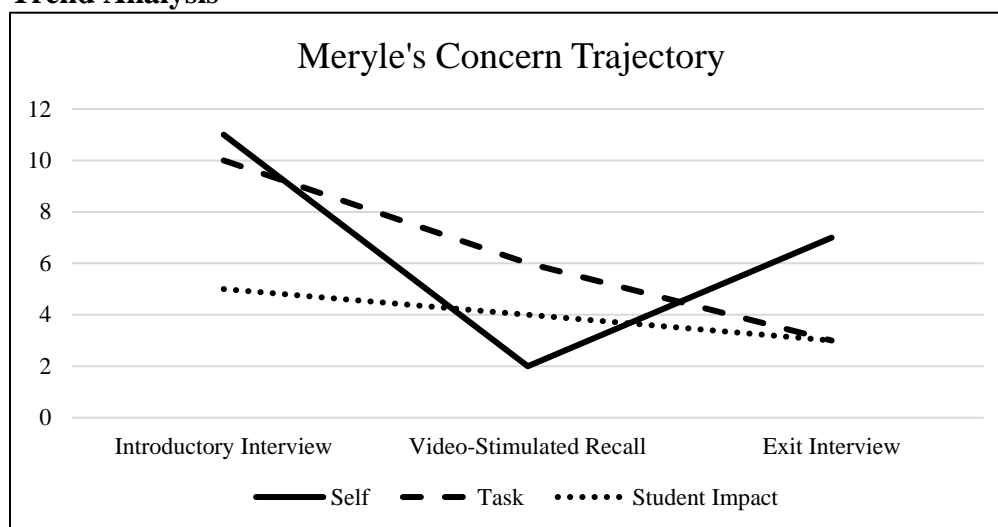
	Introductory Interview	Exit Interview	Video- Stimulated Recall Interview	Written
Self Concern				
Te (general teacher concern)	1			2
TeO (organization)	3			
TeH (humor)	2			
TeC (communication)				2
TeR (rapport)				3
TeID (Identity)	3	4		4
TeINDEC (indecision)		1		2
TePERS (personality)			1	1
TeEV (evaluation)		1		10
TeA (adapting)	2	1	1	2
TeM (memory)				
TeMU (musicianship)				
TeAU (authority)				
TePR (peer/colleague interaction)				
TeBL (work/home balance)				
TOTAL SELF	11	7	2	26
Task Concern				
Ta (general task concern)				
TaK (Knowledge)		1		2
TaIS (Instrument specific pedagogy)				1
TaREP (repertoire)				
TaGR (Student group size/configuration)		1		
TaT (time)				
TaF (feedback)				
TaREH (rehearsing)			3	
TaCOND (conducting)				
TaCM (classroom management)	4	1	2	7
TaPC (pacing)	3			
TaE (error detection)				
TaG (goals)				
TaPL (planning)	2		1	5

TaLRP (long range planning)	1			
TaLEV (student age/grade level)				
TaAB (student ability level)				
TaQ (questioning)				
TaCL (clarity of instruction)				
TaI (intensity of instruction)				
TOTAL TASK	10	3	6	15
Student-Impact Concern				
S (General student concern)			1	1
SM (Student motivation)		1		1
SDi (differentiate individuals)	2			
SDg (differentiate group)			1	
SL (general learning concern)	1	2	2	2
SLIK (Students liking the teacher)				1
SENJ (Students enjoying music)	1			
SR (rapport)	1			4
TOTAL STUDENT	5	3	4	9

Frequency Summary

	In-Person Interviews	Written Reflections	Video Stimulated Interview
	Meryle		
Self	18	26	2
Task	13	15	6
Student	8	9	4

Trend Analysis



Distribution Analysis

While self (*identity, adapting*), task (*classroom management, planning*), and student-impact (*learning*) concerns were consistent across the experience, new concerns emerged including four self (*communication, rapport, indecision, evaluation*), three tasks (*knowledge, student group/size configuration, rehearsing*), and four student (*general concern, motivation, differentiate group, students liking the teacher*) concerns.

Comparison of Codes

Overall, Meryle's trajectory from fewer student-impact and task concerns and more self concerns does not follow the progression within the concerns model. However, it should be noted that the increase in self concerns began as Meryle moved toward her full-time teaching placement at the end of the semester. Unlike her peers, Meryle has a delicate balance of the three concerns which places her in the early stages of the concerns model.

Summary of Notes from Coding Process

This overlap of codes originated during the introductory interview (e.g., "I am more and more aware of how little I know. And how much less prepared I am to be my dream version of myself that I thought I was") and continued throughout the student teaching process when Meryle would describe her comfort in a category by describing a scene after a performance:

Teaching music is hard and sometimes thankless work. This week, my second cooperating teacher put on a performance that featured nearly 100 students. Aside from some prepared remarks by the principal, only one person - a fellow teacher whose students didn't even appear in the performance - took the time to thank or compliment my CT. Not one specialist colleague, involved teacher, administrator,

or parent bothered to tell her that she did a good job. And that's an important thing to be prepared for in my own teaching career. No matter how hard I work to put on a program or a concert, I may head home at the end of the night without having received any external acknowledgment of how well the students performed or how much of myself I gave to the performance. I hope that I will be strong enough not to take that personally. I hope I will be confident enough, in both my students' performance and in the work, I did to get them there, to still feel proud.